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ABSTRACT

This handbook is an effort to establish current and consistent terms, definitions, and classification codes to maintain, collect, report, and exchange comparable information about students. It is a reference guide to those concerned with the collection of student data. Definitions reflect a consensus about best practice in the field of education as well as current Federal reporting requirements. Information is included about designing student record-keeping systems for schools, school districts, or other educational institutions. The handbook is not a data collection instrument, nor does it reflect any Federal data collection requirements. There are descriptions of applications of the handbook, including the development of surveys and design of automated record systems. Twelve appendixes provide lists of contributors and technical information about data reporting. (SLD)

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Student Data Handbook for Early Childhood, Elementary, and Secondary Education

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Student Data Handbook for Early Childhood, Elementary, and Secondary Education

Contractor Report

Prepared by
Education Data Systems Implementation Project
Council of Chief State School Officers

U.S. Department of Education
Office of Educational Research and Improvement **NCES 94-303**

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Emerson J Elliott
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National Center for Education Statistics

"The purpose of the Center shall be to collect, Analyze, and disseminate statistics and other data related to education in the United States and in other nations."—Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e–1).

June 1994

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FOREWORD

NCES is pleased to release the 1994 Student Data Handbook: Elementary, Secondary and Early Childhood Education. It is a major effort to establish current and consistent terms, definitions and classification codes to maintain, collect, report, and exchange comparable information about students.

When this effort began, the only existing national standards for student data had been published by NCES in 1974. Because student data have evolved greatly over time both in the type and format of data maintained, it was essential that new standards be developed that would reflect current practices.

This national effort was coordinated by the Council of Chief State Schools Officers under contract to the National Center for Education Statistics. Those individuals and organizations involved in the process truly reflect all interested stakeholders in elementary, secondary and early childhood education.

NCES has a strong commitment to provide technical assistance and support to the education community to facilitate the collection, reporting, and use of high quality education information. This handbook is one outcome of that commitment. It is but one in a series of related handbooks and manuals that NCES has published in the past and plans to continue to develop in the future.

We hope that you find this handbook to be a useful document that will serve you well in many activities.

Paul D. Planchon
Associate Commissioner
Elementary/Secondary Education Statistics Division

Lee M. Hoffman
Chief
General Surveys and Analysis Branch

ACKNOWLEDGMENTS

This document is the result of the work of many individuals from around the country who generously contributed their knowledge, time, and commitment. It has been a collegial effort involving representatives from federal, state, and local education agencies, public and private educational institutions, and national professional associations, as well as educational practitioners and researchers.

The handbook owes its existence to the members of the National Task Force on Education Data Elements. The task force's Student Data Subgroup helped conceptualize and oversee its development, reviewed several copies of the drafts, and provided constant and timely assistance to the project. A list of the task force members is included in Appendix A.

Under contract from the National Center for Education Statistics (NCES), staff from the Council of Chief State School Officers (CCSSO) prepared the manuscript of this handbook. Barbara S. Clements, Project Director, provided the leadership for this effort and is the primary author of the document. Other authors include Oona M. Cheung, Thomas A. Szuba, Lisa W. Solomon, and Kathleen Aldrich. Glynn Ligon, formerly with the Austin Independent School District in Texas, was a contributing author of Chapter 2. Former CCSSO staff who contributed to the document include Thomas J. Tobin, Stacy Holloman, and Deborah Ridley. Ramsay Selden, Director of the State Education Assessment Center (SEAC) at CCSSO, provided continuous support and advice during the process. Edward Roeber, Barbara Kapinus, and Richard Hilpert of the SEAC reviewed portions of the draft and suggested changes to improve the document. Other CCSSO staff from the Resource Center on Educational Equity and the Office of Federal-State Relations also shared their expertise on this project.

Professional input from NCES staff was essential during the course of the project. While it is impossible to name each and every one of them, contributions from several colleagues have been crucial. Emerson Elliott, Commissioner of Education Statistics, who has encouraged inter- and intra-agency collaboration and teamwork to improve the quality of education data, set the stage for this effort. Paul Planchon, Associate Commissioner of Education Statistics, Elementary/Secondary Education Statistics Division, provided strong support and guidance for the handbook as a project under his authority. Lee Hoffman, Chief, General Survey and Analysis Branch, not only provided technical advice as a task force member, but also reviewed all drafts of the document. Marilyn McMillen, Senior Statistician, reviewed all drafts thoroughly. Kathryn Chandler and Jerry West provided key input and coordination for early childhood education.

Recognition and appreciation are also extended to Marsha Brauen of Westat, Inc., Scott Brown of the Office of Special Education Programs, and N. James Myerberg of the Montgomery County Public Schools in Maryland. They stepped beyond their duties in the task force to coordinate review of the handbook by experts in special education. Tim Newell and Melvin Sassoon of CTMG contributed their knowledge in database development, which was vital in the conceptualization of the handbook structure.

Reviewers of the final draft of this handbook include Robert Burton, Judith Carpenter, and Carol Sue Fromboluti of NCES, and Martha Lucia Galindo of the National Association of Independent Schools.

Other federal and state education agency staff provided important information about student surveys while the contents for Chapter 4 were being developed. Their names are listed in Appendix B. Last but not least, members of the National Forum on Education Statistics and the Education Information Advisory Committee, together with other staff members of state education agencies, are deeply appreciated for their support and encouragement for the project.

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EXECUTIVE SUMMARY

The purposes of this handbook are to promote the use of a standard vocabulary and to encourage the maintenance of accurate and complete data about students. The selection of data terms included in the handbook reflects the combined best judgement of many individuals as to what data might be useful in making appropriate, cost-effective and timely decisions about instruction and support services for students.

This handbook is intended to serve as a reference document to public and private education agencies, schools, early childhood centers and other educational institutions, as well as to researchers involved in the collection of student data. In addition, the handbook may be useful to elected officials and members of the public who have an interest in student information. The terms included in this handbook are indicative of the types of information that could be collected about individual students and maintained in permanent or temporary student records. The definitions reflect a consensus from the field about "best practice" definitions as well as current federal reporting requirements. The terms, definitions, and procedures included in this handbook are presented as sound practice or principles which should be interpreted and applied according to local, state, and federal reporting requirements and restrictions for confidentiality and security.

Information is included about designing student record keeping systems for use by schools, school districts, or other educational institutions. The primary section of the handbook is the listing of terms and definitions. In addition, there are descriptions of applications of the handbook including development of surveys and design of automated record systems.

This handbook is not a data collection instrument, nor does it reflect any type of federal data maintenance requirements. It is presented as a communications tool to aid the public and the American school system in making information about students more effective in meeting student needs.

The use of the handbook will vary from site to site. For example, this handbook can be used in the development or standardization of a local school district's student record system. State education agencies may want to select data elements to be used in designing data collection activities at the state level and in working with districts to ensure comparability. Researchers may refer to the handbook to identify what terminology to use in designing data collection activities and in otherwise working with the educational system.

Chapter 1

OVERVIEW

Accurate and comprehensive information is needed in order to make appropriate, cost-effective and timely decisions about students within both public and private schools. Teachers, school administrators, school district administrators, school board members, and state and federal education agency personnel must use information about students to plan and carry out programs of learning that meet the needs of children with different abilities and requirements, from divergent backgrounds, and of different ages. School health officials and other service providers also use information about individual students to ensure appropriate services are provided to them. These information needs are being met in an increasing number of instances by automated management information systems that allow data to be analyzed in a variety of ways to address the questions and needs of the decision-makers. A management information system is effective, however, only to the extent that data are consistently entered into the system according to established definitions, data are updated and maintained on a regular basis, and information relevant for ongoing decision-making can be added to the system. This handbook addresses the importance of consistency in how data are defined and maintained within the education system.

An increasing amount of information is obtained through national and regional sample-based data collection activities. Researchers from the United States Department of Education, federally funded laboratories and research centers, universities, and other public and private organizations provide insights into the needs and performance of the nation's schools through surveys such as the National Education Longitudinal Survey and assessment activities such as the National Assessment of Educational Progress. This handbook can be valuable for researchers concerned with accuracy and consistency in designing data collection activities and reporting results of studies on groups of students.

The handbook is intended to serve public and private education agencies, schools, and other centers and institutions serving students from preschool through high school graduation, as well as researchers and the general public. Included are terms (and their definitions) that can be used to collect and maintain information about students in early childhood programs, elementary schools, intermediate/middle/junior high schools, high schools, adult high school programs, and secondary-level vocational/ technical institutes, whether private or public.

The terms, definitions, and procedures recommended in this handbook represent the combined best judgment of many persons participating in the cooperative development of the handbook materials. They are presented as sound practice or principles that should be interpreted and applied according to local, regional, state, and federal needs and requirements. Each school or administrative unit--with guidance from its appropriate state education agency and in support of the policies of its governing board and administrative officers--should determine its own informational requirements and specific processing procedures. After these decisions have been made, the handbook can be used to identify and classify desired items.

This handbook contains an extensive list of data element terms, but it is not meant to prescribe what data should be collected by any particular school or agency. No governmental agency requires the use of the terms, definitions, and procedures of this handbook; however, care was taken to make sure that the definitions in this handbook were consistent with many governmental reporting requirements existing at the time of the handbook's completion.

Purpose of the Handbook

The purpose of this handbook is to promote the maintenance of accurate and complete data about students. The handbook addresses the following goals: 1) to provide a common language that can be used to describe information about students, 2) to promote standard maintenance of student data, 3) to encourage the automation of student data maintenance, 4) to promote the development of policies to safeguard the confidentiality and ensure appropriate use of student data, and 5) to describe how data can be maintained in a way that promotes appropriate and flexible usage by all relevant parties.

Common Terms and Definitions

One of the most important goals of this handbook is to provide terms and definitions for the information educators need most to work effectively with students. The handbook identifies concepts and data elements which are used to describe and make decisions about students. Some decisions are very specific, pertaining to the personal needs, vocational choices, and educational programs of individual students. Other decisions are broader in scope, concerning the planning and management of education for large groups of students. This handbook identifies concepts useful for making decisions that may enhance the educational experiences of students individually or in groups and provides "standardized" terms and definitions to represent these concepts. The use of a standard set of terms and definitions by all levels of the education system--including teachers, schools, school districts, state education agencies, and the federal government-- can assist in improving the quality of education by facilitating meaningful evaluation, realistic planning, and effective operation of educational programs. If student data are collected and maintained consistently and accurately at the most basic level (i.e., the school or school district), data can be aggregated from the classroom or school level to higher levels with the assurance that the data are comparable from individual to individual, from site to site, and from year to year. This makes the resulting information more useful for evaluation and decision-making. In addition, when students move from one level to another within a school or school district, or from one school district to another, the information can be passed on with assurance that the receiving institution will understand what is meant about the student and can interpret the information for the timely and appropriate placement of the student.

Consistency in the collection and maintenance of student data also assists researchers and evaluators in analyzing the effects of programs, instructional techniques, background characteristics, or other relevant bits of information that may affect students' abilities to achieve high standards for learning and become fully functioning members of society. The ability to describe changes and improvements over time, to identify effective means of meeting student needs, and to record significant student accomplishments require that a common language be used.

Standard Maintenance of Student Data

This handbook assumes that there is a need to collect and maintain information about individual students in a consistent fashion over the span of time the students are a part of the education system. When a child enters school or an educational program for the first time, background information about the child is collected. Much of this information (such as date and place of birth and name of parents) will not change over the course of the student's school career. This information should only be collected once and become a part of the student's permanent record. Only if there are changes to this basic information should additional paperwork be necessary. Other types of information, such as courses taken and grades earned, accumulate and change over the course of the student's school career and need to be added to the student's record as they become available.

Some types of student data are maintained because of federal, state, or local reporting requirements. If federal, state, and local reporting requirements are made consistent, then a single collection of information about students can serve multiple purposes. In contrast, when data are reported according to different definitions for different reporting requirements, there is a tendency to maintain redundant data according to the different definitions. Data maintenance becomes more cumbersome and may lead to inappropriate comparisons and analyses. Thus it is beneficial to collect and maintain information according to standard definitions at the lowest level possible, so that adjustments made for different reporting requirements will be based on the same fundamental data set.

When a student moves from one school to another, within a school district or across administrative boundaries, that student's record should be transmitted, so this background information need not be collected again from the student or parent. If student data are maintained in a cumulative (longitudinal) record using consistent terms and definitions, the permanent record contains all relevant information and is easier to interpret. This enables the receiving school to make more appropriate and timely placement decisions and provide other services needed by the student.

Within a school, local school district, state, or other education administrative unit, standardized items of information recorded manually on paper forms may be, if desired, readily compared and combined with the same standardized items of information processed by automated data processing systems. Further, the use of

standardized items of information may be essential to the orderly and efficient conversion from manual to automated data processing of student data. In such a conversion, the adoption of standard classifications and terminology is a necessary first step, whether the initiation or expansion of an automated student data processing system is done by a school for its own use or by an education agency for use by all of its schools.

Automation of Student Data

This handbook is <u>not</u> a design for an automated student database. The data elements and definitions are relevant to any student record, whether it is part of an automated database or maintained as a paper file. The advantages of maintaining student records in an automated database, however, are numerous. Automated databases promote the maintenance of consistently defined information, since the computer software specifies how data are coded or otherwise entered. The reduction of paper files and storage facilities is also an advantage. If student records are maintained in a computer from the time the student enters school, it is easier to analyze and monitor progress over the student's school career. Having all student data a part of an automated database makes it easier for schools and school districts to analyze and evaluate school programs. Finally, when a student moves to another school district or applies to a postsecondary institution or other postsecondary activity, a printed student record can be created or the record transmitted electronically thus improving efficiency.

Safeguarding Confidentiality and Ensuring Appropriate Use of Student Data

Student data must be kept confidential. Education agencies must develop policies and procedures for collecting, maintaining, using, and disposing of student data that are appropriate for local and state needs and in conformity with applicable laws and regulations. In determining what data should be incorporated into student records, schools or education agencies should identify data needs at each and every level--for the classroom teacher, the school, the school district or other administrative unit, the state, and federal reporting requirements. Once these data elements are identified, schools and agencies must decide how to collect the data; how these data may be reviewed, verified, corrected, and updated; how access to student data files may be controlled; and under what conditions student data should be transmitted to others.

Maintenance of Student Data

Whether or not student data are maintained in a computer, all school or school district staff needing data about an individual student or groups of students must have access to pertinent information. If all data about a student are maintained in the individual student's record, many uses and many types of analyses are possible. For instance, teachers need background information about their students as well as information about previous performance and particular needs or abilities. Some of this information is necessary for planning instruction for individual students and groups of students. Teachers can analyze student performance using a variety of types of information and decide what concepts need to be retaught or reinforced. Other student information becomes needed if a problem or other special situation arises. Previous health records may be useful, if for example, a student exhibits trouble seeing or hearing in the classroom.

Schools, school districts or administrative units, and state education agencies generally are more interested in how groups of students are progressing than in the performance of individual students. Analyses may be done using student records with identifiable information removed. For instance, schools may want to determine how well certain groups of students performed on standardized achievement tests. Evaluators may look for the benefits of different education programs.

Information about students available to school officials in a standardized format may:

1. contribute to better learning by individual students through improved teaching and guidance;

2. facilitate rational decision making about curriculum development and change;

3. enhance program evaluation by easy cross-tabulation of individual-level student data;

4. facilitate the estimation of future enrollments and future needs of individual schools and education agencies;

5. assist in developing sound educational policies at all levels;

6. aid in the comparison of information among communities and among states;

7. improve the accuracy and timeliness of nationwide summaries of information about students;

8. improve the quality and significance of education research--locally, statewide, and nationwide; and

9. enhance reporting to the public about the condition and progress of education.

The maintenance of student data in a computer database can simplify all of the uses described above. Computers can be programmed to provide teachers access to all records about the students for whom they have responsibility but to limit other users, such as program evaluators, to information that is not individually identifiable.

This handbook does not specify who should have access to which student data nor how the data should be maintained. The document does, however, aspire to show how maintenance of data using consistent definitions and formats in a computer can provide maximum utility and flexibility when making decisions about students.

Basic Definitions

There are several terms that are used extensively throughout the handbook. Those terms are defined here to ensure clarity when reviewing the rest of the document.

In this handbook, a "student" is defined as an individual for whom instruction, services and care are provided in an early childhood, elementary, or secondary educational program under the jurisdiction of a school, education agency, or other institution or program. A student may receive instruction and care in a school facility or at another location such as a home, hospital, or day care center. Instruction may be provided by direct student-teacher interaction or through some other approved medium such as television, radio, telephone, or correspondence.

The term "school system" is used to represent the education system as a whole, including schools, school districts and other local administrative units (such as dioceses), intermediate agencies (such as regional service centers), state education agencies, and the United States Department of Education. Included in the system are both public and private schools and administrative agencies. For the purpose of discussion, the terms "school" and "local education agency, local administrative unit, or school district" refer to educational institutions, agencies, and administrative units which exist primarily to operate schools or to contract for educational services. These units need not be coextensive with county, city, or town boundaries. They oversee the functioning of schools within specific boundaries or jurisdictions, and have instructional, administrative, and record-keeping responsibility for students.

The term "school" is used to refer to all institutions that provide preschool, elementary, and/or secondary instruction, including early childhood centers and preschools, public and private schools serving children in kindergarten through grade 12 (and even grade 13), vocational or adult high schools, and schools which are classified as ungraded. These schools have one or more teachers to give instruction or care, are located in one or more buildings, and have an assigned administrator. The term "researchers" is used to describe those persons responsible for evaluating education programs, persons who conduct research activities to describe the status of the schools and students, and others with analytical responsibilities regardless of who sponsors the activities.

The terms "data" and "information" are used extensively throughout the handbook. "Data" are the raw facts about a person or other entity, such as the birthdate, a mark of "A" in a history course, or a residence address of "1234 Main Street." "Information" is compiled, combined, summarized, or reported data that, in context, has a significant meaning. For example, Johnny Smith's family income and test scores can be used as information to form the basis of his referral for special assistance or a compensatory program.

The handbook describes how data may be described or maintained. Chapter 3 contains terms and definitions for two levels of data maintenance: 1) entities and 2) data elements. In this handbook, an "entity" is a person, place, event, object, or concept about which data can be collected. A "data element" is a specific bit of data that can be defined and measured. To reduce redundancy in the handbook, entities are maintained separately from data elements so that a definition for a data element need only appear once. When entities and data elements are

combined, new data elements are created. For instance, the data element "Last/Surname" is defined once, and then only cited when it is subsequently used with entities such as "Student" or "Parent/Guardian."

Data elements have been arranged into "categories" that are groups of related data elements. For example, the category "Background Information" includes personal information about an individual, including data elements such as Identification Number, Race/Ethnicity, Sex, Birthdate, and Language Type.

For many data elements, a free-form (open-ended) description is the appropriate response when designing a data collection instrument or system. For example, the appropriate response for the data element "Name of Institution" is the full written name of the institution. Many data elements in this handbook, however, contain "options." Options are alternatives or coded responses for data elements. This handbook attempts to include an exhaustive and mutually exclusive list of options whenever possible. For example, the data element "Sex" has two options listed: "Male" and "Female."

The options presented for each data element are illustrative, not mandatory. Local administrative units and institutions may adjust, adapt, or replace them as needed to meet their requirements. A subset of options might be sufficient in some instances when designing a data system or data collection instrument. Ideally, any modification should be done in such a way that it does not conflict with the basic handbook structure. In some instances, there are code lists available from other sources that are referenced for a data element. For some data elements, a more extensive list of options might be needed and obtained from another source. In this handbook, the options listed for some data elements may be specified in law or regulations. For instance, the options for "Racial/Ethnic Group" are "American Indian or Alaskan Native," "Asian or Pacific Islander," "Black (not Hispanic)," "Hispanic," and "White (not Hispanic)." These five options are required for reporting to several federal offices. While schools or school districts may wish to allow other more specific options than those included in the handbook, new options should be designed in such a way that they can be re-grouped or collapsed into the options included in this handbook or as required by the current laws. Schools or school districts should also be prepared to adjust their option lists to reflect the current reporting requirements as specified by revised law and regulations. Care should be taken in combining categories and data elements in individual records to ensure that data are comparable or aggregable with data or information from other sources. In some cases, examples of options are listed within a data element definition, but a comprehensive list is not included. This is because there are major variations possible due to local options or expectations. Because a comprehensive list could not be developed, examples were included in the definition.

In Chapter 4, entities and data elements are combined to describe the potential use of the handbook in setting up a student record system. This chapter also provides suggested data element types and field lengths for those creating an automated record system. An assumption is made in some cases that coded options would be used instead of an open-ended response.

Background of the Handbook

The development of this handbook involved many people and took over one and one-half years. It represents the combined best judgment of those people about the terms and definitions *useful* to maintain complete data about students. While the focus of this handbook is only on student information, there is a recognition that student data make up only a small portion of the information needed to operate the school system.

Other Handbooks In The Series

Between 1953 and 1974, the federal government published the series of State Educational Records and Reports Series of terminology manuals. Each handbook in the Series provided terms and definitions for describing one major aspect of school operation. As of 1992, only one handbook had been revised and was still in print, *Handbook II (Revised), Financial Accounting for Local and State School Systems (1973, 1980, 1990)*. This handbook covers basic concepts for financial management. It has a relationship to student data because, among other reasons, financial accounting should be evaluated in relation to the effect of the schools on students, and thus to the output of the school system.

This student data handbook is a new version of the original *Handbook V, Standard Terminology and Guide for Managing Student Data in Elementary and Secondary Schools, Community/Junior Colleges, and Adult Education* developed in 1974. The current document reflects many of the changes in the role of

schools and educators' needs for more complete and consistent data. It differs from the previous handbook in two fundamental ways: 1) it includes information on early childhood programs, and 2) it excludes information about postsecondary education.

A new version of the original *Handbook IV, Staff Accounting Classifications and Standard Terminology for Local and State School Systems* is underway. The staff handbook was developed in 1965 and revised in 1974. The development of this handbook is being coordinated by the Council of Chief State School Officers, and it will be completed in September 1994.

Handbook Development Process

This handbook was a collaborative effort involving many education groups and individuals. Under contract to the National Center for Education Statistics, staff of the Council of Chief State School Officers, as a part of the Education Data System Implementation Project, coordinated the development of the handbook. The first step in the process was an extensive review of federal, state, and local student information system structures and definitions. The resultant *Report of an Inventory Study for the Development of a Student Data Handbook* was produced in April 1992 and served as a reference document for the development process. A task force whose members represented local, state, and federal education agencies, professional organizations, and education researchers assisted in identifying important terms to be included, reviewing the draft of the handbook, planning and analyzing results of an extensive field review, and approving the final draft. These task force members are listed in Appendix A.

A draft of the handbook was completed in September 1992. This draft version was sent to all state education agencies, many local education agencies, professional education associations with a special interest in student data, education researchers, and public interest organizations. Each group was asked to review the handbook and make suggestions or identify problems. Some groups were asked to pay particular attention to specific sections in Chapter 3 that related to their professional expertise. Suggestions were compiled and submitted with suggested responses to the task force. Responses to the handbook were accepted over a period of nine months from September 1992 through May 1993.

After the handbook was amended based on feedback from the field, two focus groups were convened to evaluate the relevance of the handbook to early childhood centers and programs and to private schools and administrative units. These two focus groups were invited to review the handbook and provide feedback and guidance on making the handbook more useful and appropriate for their constituencies. They met in May 1993, and lists of participants in each focus group are included in Appendix B.

Representatives from local and state education agencies were invited to "field test" the handbook. The format varied from site to site. In some instances, the agency used the handbook as a basis for selecting the data elements to be included in a student information system under development. In other instances, agencies compared their existing student record systems to the contents of the handbook to identify problems or ideas for change. Each agency was asked to consider certain issues during its field test of the handbook. (A list of issues and participants is included in Appendix C.) Results of the field tests were compiled and presented to the task force for consideration in the final stages of handbook review.

The final version of the student data handbook was completed in September 1993. While the handbook was called "final," it was acknowledged that there are many emerging issues and innovative activities may require changes or additions to the handbook in the not-too-distant future. Recommendations have been made to the National Center for Education Statistics regarding periodic review and updating of the handbook.

Criteria For Including Items

Three basic criteria--reflecting usefulness of the data, effort to collect, and need for required reporting--were used in selecting the terms and data elements included in the handbook. Each data element selected was judged to meet the following criteria:

1. The data element is important to and needed by many teachers, schools or school districts, human service providers or the communities of which they are a part for providing effective instructional and support services for the benefit of students.

2. The data element can be accurately collected and maintained with an effort that is justifiable in terms of the value of the information.

3. The data element is needed for reporting information about students to other schools, to school districts or other administrative units, to state education agencies, to the federal government, and/or to parents or other constituencies in the community.

These or similar criteria may be helpful to state and local agencies and institutions, both public and private, in selecting items from this handbook.

Sources of Definitions

The definitions included for categories, data elements, options, and entities were taken primarily from existing sources; others were written with the assistance of participants in the development process. In some instances, laws or federal regulations specified what data elements should be used and how they should be defined. Some of the definitions were included in the previous handbook and are still in common usage. Other definitions came from a variety of published sources, such as textbooks, federal publications, or other published documents. For certain definitions, comparisons were made among various local, state and federal sources, and a compromise definition was developed.

Most of the options were obtained from existing sources. Some of the lists were obtained through the American National Standards Institute. Others were developed to be used in the SPEEDE/ExPRESS format. (SPEEDE stands for Standardization of Postsecondary Education Electronic Data Exchanges, and ExPRESS stands for Exchange of Permanent Records Electronically for Students and Schools.) SPEEDE/ExPRESS provides a standard format for a student record or transcript to be sent from one school or school district to another or from a school or school district to a postsecondary institution. More information about SPEEDE/ExPRESS is included in Chapter 2.

Applications of the Handbook

One of the major uses of the handbook is to ensure comparability of student data. The United States Department of Education has been involved in activities focused on improving the coordination of its data collection activities. More specifically, the National Center for Education Statistics has moved toward standardizing the definitions of data elements used in its data collection activities.

Although an attempt has been made in this handbook to describe multiple applications of the handbook, the major focus has been on the development of individual student record systems at the local level. The chapters in this handbook, thus, are most specific about this particular application. This emphasis should not undervalue the usefulness of the handbook to other users, such as researchers, evaluators, and other survey designers. In fact, the handbook should provide valuable assistance to anyone with an interest in learning more about students, including federal and state lawmakers and the public in general.

An electronic version of the handbook has been developed to make the product more useful to state and local education agencies, as well as the public and others. The electronic handbook contains the data elements, definitions, and other information included in this paper document. In addition, data elements that appear in the SPEEDE/ExPRESS format are referenced. The electronic handbook makes it easy to search for information or to extract information for customized documents, using a computer to search, sort, and organize the handbook's contents.

One type of information which was considered but not included in the handbook is a listing of references to federal surveys. Most federal education surveys ask that aggregate information about students be reported by schools, school districts, or state education agencies. Only a few federal sample surveys and one "universe" survey of the Bureau of Indian Affairs collect information about individual students. A listing of what individual student level data elements are collected in federal surveys was omitted from this handbook for two reasons. One reason is that the levels (student, school, school district, and state) at which data elements are collected vary from survey to survey, and it would be difficult to ensure a clear distinction is made for each data element. A second reason is that this handbook is meant to represent "best practice" that is not expected to change for many years. Federal surveys, on the other hand, can change from year to year or between cycles. Data collectors, data users, and the public may, however, need to know what data specific surveys collect. Plans are underway to develop these lists of data elements in an electronic format through the United States Department of Education's electronic network.

Contents of the Handbook

The handbook contains both general information about data collection activities and individual student record systems and specific information about what might be included in a student record.

Chapter 1, Overview, provides the user with a quick understanding of the handbook, its contents, and its usefulness.

Chapter 2, Building a Student Record System, contains a discussion about the collection, use, and dissemination of data and information about individual students and how student record systems can benefit the students and the school system. Suggestions for policy development are given regarding the design of a student data system, the kinds of data which should be collected, the updating of these data, the uses of the data, and the control of access to files of data about individual students. There are recommendations concerning school or school district development of policies and guidelines for student data within the parameters of existing laws, regulations, and policies.

Chapter 3 contains a complete list of data terms (with definitions) that are considered important in the management of schools and in the provision of services to students. Each listed entity refers to something or someone about which data should be maintained. Each data element refers to a particular aspect of student data for which some need was perceived within the school system. Included for each entity and data element term is a definition. The definition of a data element may include options or classifications that describe the term and can be used as codes within a student record system. In addition, the data element has potential entity uses listed.

Chapter 4 describes some applications of the handbook. The major portion of this chapter is dedicated to the potential design of a student record system, which joins entities with data elements to describe how data could be maintained. A table is provided that includes information about data element type and field length, attributes that could be useful to persons designing a data collection system, a survey, or a reporting format.

Chapter 4 is followed by a Glossary of Related Terms, which identifies and defines significant terms and concepts used in the handbook, but not defined in earlier chapters. The glossary includes other terms considered important to an understanding of student data management. Finally, there is an index that includes the page citation for all data elements. The appendices of the handbook include comprehensive lists of coding options for some of the data elements included in Chapter 3. Included are code designations for states and extra-state jurisdictions, countries, languages, occupational groupings, medical conditions and treatments, and federal education programs. The names of persons who contributed to the development of this revised handbook are included in Appendix A.

Chapter 2

BUILDING A STUDENT RECORD SYSTEM

Introduction

Educators began to maintain student records when it was discovered that they could not merely remember everything they needed or wanted to know about their students. Student records became a necessity as soon as it became incumbent to pass along that information to someone else. Student records became a requirement when the government discovered it had to have student information to monitor grants and programs. Student records became a legal issue when the government started regulating what could and could not be kept in a student record, and who could and could not have access to the record. Student records became a convenience when it became possible to conduct research studies using existing data. Student records became a science when educators began to create and maintain them efficiently. Student records became technology when computers and networks were used to manage them electronically. Today student records are many things to many people, but whatever the content, use, or storage medium, a student record is still simply a collection of useful information about a student.

Student records are often viewed as paperwork produced for the education bureaucracy. However, a well-designed student record system, whether using paper documents or automated systems, yields many benefits. The most important of these is the ability to report information for decision-making about individual students, schools, programs, and school systems. A second benefit, particularly with automated systems, is efficiency in processing and exchanging student records among schools. When student records are added to an overall management information system including information on staff, materials, and budgeting for the school or school district, even more management activities can be accomplished and efficiency is improved. Student record systems thus play a key role in the overall functioning of the school system as well as increasing the capacity of the schools to meet the needs of students.

Description of a Student Record

A student record is by definition any recorded information about a student. Student records can be described in terms of their content (e.g., grade averages), use (e.g., identifying students eligible for the free-lunch program), or storage medium (e.g., a manila file folder). The maintenance of extensive, accurate, historical, and current data about individual students is essential to the functioning of schools and school districts. Student records are used for many necessary educational purposes, including instruction and guidance decisions, monitoring compliance with attendance and health laws, and administrative purposes, such as determining tuition status, scheduling students into classes, planning school bus routes, and completing reports for local, state, and federal authorities. The student record should contain the data that are essential for each of these uses.

A student record may be kept on file in a classroom, school office, school district office, or other approved location. The record contains information collected from the student (or his or her family), from teachers and other school staff, and from other sources outside the school, such as health care providers or testing companies. The record may be maintained in a central location (such as a school computer) for the convenience of any authorized person requiring access to some piece of information contained in the record, or a separate record could be maintained by each person who uses the record. Some parts of the record may even be maintained outside the school, as is the case when student health records are maintained by the local public health service.

Clearly, a complete student record may be a single file, or it can be made up of several separate records, each with specific content or use and each stored in a different way.

Description of a Student Record System

Separate student records become a student record system when they are linked together or made accessible to perform one of several critical functions. These functions can include generating reports, adding/

deleting/changing records, and analysis. Student record systems, like records, may be maintained several ways: as paper files in filing cabinets, on microfilm, in computer files, or in a combination of ways. To improve the efficiency and usefulness of data, many schools and school districts have entered their student records into an automated database. Automated systems using available technology offer tremendous advantages over the traditional paper systems. However, most computerized systems still rely upon paper records at various stages within the system.

Benefits of a Well-Designed Student Record System

A well-designed student record system offers many benefits to everyone. Of these, the broadest advantages are discussed below.

Cost savings and cost avoidance

A well-conceived and implemented student record system can reduce the costs for handling the paperwork associated with record keeping. Even when a well-conceived and designed automated system proves initially expensive and actual reductions in current costs are not achieved, it is justified given the future savings and efficiency. Nevertheless, system developers and implementers have to contend with two major concerns in order to maximize the cost-saving benefits of an automated system. First, it is sometimes thought that automated data systems do not result in actual savings. Even a paper-bound system can be efficient within its physical limits. Concerns about the reliability of computers lead some staff members to continue keeping their old records--just in case. In fact, during the early stages of automating data it is often wise to maintain the data in two places, so that glitches can be removed before relying solely on the automated system. Once the system is functional, however, the back-up paper system is no longer needed. Another mistake that is often made is that instead of completely redesigning a system to take advantage of the computer's capabilities people merely automate a paper system. This situation may lead to fewer savings than could be achieved through a well-conceived automated system.

Quicker response

When information from a student record is requested, it usually is needed promptly. A principal placing a new student needs the previous school's records immediately to assign the student to the appropriate programs and services. A counselor with a student in crisis needs immediate access to records to allow intervention specialists to deliver their services effectively. A school board making a policy change to a "no-pass/no-play rule" needs the benefit of analyses to inform the decision. A well-designed student record system allows for timely retrieval of information needed in these or similar situations.

Accuracy

Data quality is basic to a well-designed student record system. Paper records have traditionally been considered accurate, although not necessarily complete or accessible. Maintaining data quality as information is shared, analyzed, and reported is a characteristic of a well-designed system. Accuracy is ensured from the collection, to the entry, to the maintenance of the data in the system. Accuracy provides users the confidence they require if they are to rely upon a student record system.

Getting the information needed

An effective student record system, by design, provides the information required upon request, easily and without burdensome trial-and-error searching. From the first steps of designing the system, the queries that will follow are anticipated and accommodated. Similar to an office's filing system, the adequacy of a student record system is often judged by how much time and effort are required to find and retrieve information. Within an education organization, having access to information when decisions must be made is critical. A key part of the design of a student record system is the process for access, retrieval, and reporting.

Best Practice--SEDCAR

Guidelines exist to describe "best practice" in collecting and reporting education data including student information, the Standards for Education Data Collection and Reporting (SEDCAR) were developed

pursuant to the Hawkins-Stafford Amendments of 1988, which authorized an effort to improve the comparability, quality, and usefulness of education data. SEDCAR is a helpful guide to basic principles for ensuring good quality in the key phases of data collection, storage, and reporting. Someone developing, redesigning, or taking charge of a student record system can benefit from the collective experience of a large team of professionals by using SEDCAR.

Design of a Student Record System

The suggested process for designing or redesigning a student record system is described in the following 10 steps. These 10 steps detail the sequence and the issues that should be resolved. As with most systems, these steps and their associated issues are never resolved finally. In fact, this whole process is circular and ongoing. The standards and principles upon which a student record system is designed must be continually monitored and revised as needed by an organization.

Step 1--Uses

Identifying and agreeing upon the uses for a student record system is the first step. These uses will determine the response to each of the next nine steps. The information in a student record may have multiple uses. For example, counselors use student records to make decisions about courses the student should take and to assist with problems that may arise. Teachers use individual student records to help make instructional decisions and to obtain other types of information that may assist in working with the student. Principals and other school district officials use aggregate data obtained from student records to make policy decisions and for planning curriculum, instructional services, staffing, and facilities. Different uses may call for a design with separate files or areas within a file, but the ability to integrate information across locations is necessary. Step 1 is merely to delineate and describe all the potential uses of the student record system. With these uses ranked from essential to optional, Step 2 can begin.

Step 2--Regulations

Each use has its own set of regulations. These are the laws, rules, policies, etc. with which the system must be designed to comply. Regulations may mandate or determine the response to any or all of the next eight steps.

To assure that legal requirements are met and that ethical responsibilities are carried out appropriately and effectively, education agencies and institutions are advised to establish their own written policies and guidelines for maintaining privacy and confidentiality of student records. Such policies and guidelines should state principles and procedures for considerations such as:

- selecting appropriate data elements for student records;
- accurately, consistently and carefully collecting these data elements;
- maintaining relevant, accurate, and confidential records;
- screening carefully persons who will handle confidential information;
- restricting access to student records by school personnel;
- safeguarding data (or restricting access) while data are in the possession of any contracting organization;
- safeguarding individual student records being transferred to other schools, local education agencies, or state education agencies, and elsewhere;
- transferring personal information to an authorized third party only on the condition that this third party not permit any other party to have access to the information without the written consent of the student or parents, as appropriate;
- concealing the identity of individuals or institutions desiring or entitled to confidentiality, through appropriate procedures for aggregating, encoding, and releasing sensitive data; and
- destroying record data no longer needed.

Education agencies and institutions may want to establish and maintain a committee competent to review policies, procedures, and activities involving student

records. The membership of this review committee might include students and parents as well as appropriate representatives of such groups as teachers, counselors, principals, the board of education, and the general public. This committee should be assigned responsibility for assuring that student data are collected, stored, accessed, used, and discarded in such a way that:

- the rights and welfare of students are adequately protected;
- the potential benefits to students resulting from any particular use of their records outweigh the potential risks; and
- informed consent is obtained from students or parents, by adequate and appropriate methods, for including certain data in student records and using the data (or releasing the data) for specified purposes.

Any educational agency or institution should periodically reassure itself through appropriate administrative overview that the policies and procedures designed for protecting the rights and welfare of its students are being applied effectively.

Step 3--Contents

Uses and regulations both determine the contents of a student record system. Contents are the areas or categories of information to be kept or to be excluded. Typical contents include:

- personal information (e.g., student and family background),
- enrollment and attendance information,
- school participation and activities (e.g., courses taken, grades),
- non-school and post-school experience,
- assessment information and results,
- transportation,
- health conditions,
- special program participation and student support services received, and
- discipline information.

The desired areas should be clearly defined prior to beginning Step 4 to ensure that all areas are covered in the student record system and to eliminate unnecessary duplication of information. A key to achieving the benefits described earlier is to enter data once and to have a single place to update data. This will ensure that data elements needed for more than one purpose are not maintained differently in different files.

Step 4--Data elements

Each area of the contents is further disaggregated into individual data elements. A data element is the lowest level of information contained in a record. For example, in the area of "student background," race/ethnicity, sex, birthdate, home language, etc. would all appear as data elements.

Within the format, a critical aspect is the definition and coding of data elements. This handbook is a tool that can be used to provide education with some standards for definitions. The data elements defined in Chapter 3 could be included in a student record system if deemed appropriate and useful for the system.

A related and very detailed effort to identify what data elements should be included in a student record is the SPEEDE/ExPRESS work. As noted earlier, SPEEDE/ExPRESS is a standard format for the content of a student transcript and other related information such as health conditions that should be sent with a student when he or she moves from school to school or from school to postsecondary institution. SPEEDE/ExPRESS was developed to facilitate the electronic exchange of students records directly from computer to computer in a short amount of time. To achieve this, a standard set of data elements and formats was developed. The SPEEDE/ExPRESS data elements and formats are consistent with the data elements included in this handbook and could be used as a suggested set of data elements to be included in a student record system. A list of the data elements in this handbook that appear in the SPEEDE/ExPRESS format is included in Appendix D.

When developing or redesigning a student record

system, adopting standards that have been set at a state or national level, or those that are internal to a specific vendor's software, provides for more straightforward exchange of data across systems. As more national standards develop, maintaining a match between local records and those standards will allow for taking advantage of automated exchange methods. With the emergence of national standards and definitions, student record systems within separate education agencies will become part of a larger system of student records.

Step 5--Storage media

From hand-written, paper documents, to microfilm or microfiche, to electronic data files on computer tape, disk, hard drive, or CD-ROM, data are stored in many ways. A student record system may use any or all of the available media with the provision that it is feasible to link or access each one. Several considerations weigh in the selection of a storage medium. These include the number and bulk of records, space available for storage, the permanency of the records, and the cost of storage. Cost has at least two components--the cost to enter the data or interchange them between media and the cost to purchase the components of the storage system, such as filing cabinets, computer disks, microfilming equipment, etc. Technical advances in computer data entry, storage, and retrieval are developing quickly, making these aspects of student records management less expensive, more efficient, less demanding of physical space, and more accessible to multiple users.

Step 6--Format

The format of a student record is directly related to the characteristics of the storage medium. Paper records are often formatted to hold standard English words or numbers. Abbreviations may be used to save space, but generally the format is laid out to be easily read directly by a user. Information in this handbook can be used to assist in the development of paper surveys or questionnaires, so that the information obtained is consistent with other data collections.

Computerized records on the other hand, capitalize upon the use of codes rather than words and even skip characters such as commas and decimal points to conserve space. A computerized record may look nonsensical to a reader without a code table and format description. This handbook provides some examples of ways that information can be coded to conserve space.

An automated data system format is typically organized around these components:

File: A group of records of similar format (e.g., a collection of records for multiple students);

Record: The information maintained about an individual student;

Field: The area of or location in a record that contains related information recorded as data elements;

Data Element: A single piece of information (e.g., Birthdate); and

Option/Code: A symbol or abbreviation that can be translated into a meaningful value for the data element (e.g., 101479 = a birthdate of October 14, 1979).

Step 7--Entry or importation of data

Data must be put into the system. Paper systems accept data that are handwritten, typed, or printed out from computers. Entry into a computerized system can be direct through keying or optical scanning, or through importation of data from another source. SEDCAR is an excellent resource for best practice standards for data collection and entry. SPEEDE/ExPRESS is an excellent example of electronic data interchange (EDI) as a method for moving records directly from one computer system into another. The most efficient student record system will handle data only one time. Instead of asking a parent to complete a form from which a clerk copies information onto a roster which is then keyed into a computer file, an ideal system might have the parent enter the data directly into a computer terminal and into the file or onto an optical scan form that can be read by the computer and placed in a file. Automated edits could ensure that legal (i.e., acceptable by the computer program) characters are entered and can even allow for a clerk to edit or accept the information before a permanent entry appears on the official file.

Step 8--Accessing and processing

Getting to the data to use them is a key aspect of a system. Earlier decisions about storage media and format are relevant to this step. Here it is important to describe the process used to gain access to and manipulate the records by different users. For example,

if the storage medium is a file in a mainframe computer's memory, then access would be through a terminal, and users would have to have identification (ID) codes giving them access to the file. The processing necessary to create reports would be done through software programs loaded on that computer.

Step 9--Security

Data must be kept safe and accessible only to those authorized to use them. To safeguard student records from improper use, policies need to be developed regarding access to the records, whether in a paper or automated system. In Step 9, the regulations, policies, and procedures detailed in Step 2 are implemented. Specific guidelines are set forth as a part of the Family Educational Rights and Privacy Act of 1974 (FERPA). This law allows information in student records to be disclosed without student or parental permission only to:

- School employees who have a need-to-know;
- Other schools to which a student is transferring;
- Certain government officials in order to carry out lawful functions;
- Appropriate parties in connection with financial aid to a student;
- Organizations doing certain studies for the school;
- Accrediting organizations;
- Individuals who have obtained court orders or subpoenas;
- Persons who need to know in cases of health and safety emergencies; and
- State and local authorities to whom disclosure is required by state laws adopted before November 19, 1974.

Schools and school districts must also have policies concerning who is considered a school employee with a "need-to-know" information about individual students and provide procedures for gaining access to the student record. In addition, the policies should address who has access to specific types of data, particularly data of a sensitive nature, which may be a part of the student record. Policies should also address procedures for identifying and discarding those pieces of information in a student record that are not considered necessary to be maintained permanently.

The Family Educational Rights and Privacy Act of 1974 guarantees the student and/or his or her parents the right to inspect and review all of the student's education records maintained by the school or school district, and the right to request that a school correct records believed to be inaccurate or misleading. This law further restricts the persons or institutions who may receive information from the student record without the permission of the student or his or her parents. Schools must adopt a written policy about complying with FERPA and notify parents and eligible students of their rights under this law. Information about FERPA is included in Appendix E.

Security also includes the measures in place to ensure that records are not lost, stolen, vandalized, or otherwise rendered useless. SEDCAR provides useful guidelines for assuring the safety of records from loss. Because physical security cannot be assured with complete certainty, all data must be backed up by storage on a duplicate medium. This could be as simple as storing a separate paper copy off-site in a location not likely to be victimized by the same disaster as the primary location. Computerized files lend themselves well to back-ups generated periodically and stored off site.

Step 10--Data integrity and maintenance

The most important aspect of this step is that data quality is ensured. Each person who comes in contact with the student record system shares in this responsibility. Generally, the persons with the largest stake in the quality of data are the ones most likely to make an effort to maintain the integrity and accuracy of the records. For example, high school registrars are noted for maintaining accurate course credit histories for students, because they have the primary responsibility for determining credits. In planning a student record system, effort should be invested up front in establishing the importance of high quality data to the system and to the students. Staff members should be encouraged to take ownership of each data file and should be provided with very clear criteria for high quality data. Each organization with a student record system should develop a schedule for updating or adding data

elements. This schedule should identify when data elements are updated, for example, when a new school year's grade, school, and teacher are entered for each student. This schedule is essential for ensuring that the official calculation of a statistic for a report can be made in a timely and accurate way.

Summary

A well-designed student record system can provide valuable information to all those within the school system who must make decisions about individual students as well as groups of students. As with most major tasks, careful planning and implementation are required to ensure that a student record system functions as required. New systems being created and existing systems being upgraded can benefit from following the 10 steps described here. Student records are a necessity in education. With proper planning and management they can also become a valuable resource.

Chapter 3

DEFINITION OF TERMS

This chapter contains data terms and definitions that describe students, persons related to them, activities in which they participate, and other information that could be maintained about an individual student. An attempt has been made to identify all types of information that could be useful for record-keeping or reporting at the classroom, school, school district, state and federal levels. The terms in this chapter do not, however, constitute a student record system or a data collection instrument. There is no federal mandate to collect this information. This "dictionary" is meant to be a tool for use in standardizing how information is collected and reported so that the public and the education community can better communicate regarding the schools and their students.

The data terms included in this chapter could be used by a teacher, a school administrator, or a local or state education agency that wishes to design a record with individual student information, a student information system, or a management information system that contains more than just student records. The selection of what data elements are collected is the responsibility of the school, local administrative unit or state education agency that directs the maintenance of these student records.

The data terms could also be used by a researcher in several ways. The data terms and their definitions could be used to design a data collection survey to collect information about a sample of students, such as a randomly selected group of fifth grade students, or even all students within a particular population, such as all vocational education students in a school district. The data terms and their definitions could be incorporated into the directions for a survey in order to ensure that comparable data are collected. Another use by researchers might be in identifying what data elements from an individual student record system could be used to evaluate a program or analyze the performance of a group of students.

While the majority of the data elements and terms in this chapter relate directly to an individual student, in some instances there are terms that might more logically belong in a school record or a teacher record. Many of these terms have been placed here because this information is considered to be logical for inclusion in a student's transcript when the student moves from one district to another. For example, the data elements **011 Name of Individual**, **047 Telephone Number**, and **048 Facsimile (FAX) Number** for the entity **21 Health Care Provider** are included in this handbook because they are included in the SPEEDE/ExPRESS format for a student record. These data elements could provide a receiving school with information about how to contact the health care provider at the previous school in an instance in which further detail about a student's health condition is required.

There are some data elements included in the handbook that might be maintained on students for only a limited period of time. For example, information on a student's **Weight at Birth** is of use primarily during the first year or two after a student enters kindergarten. Therefore, in selecting data elements, consideration should be given as to how long the data might be maintained.

This handbook makes no assumption about how student level information is collected or maintained; each data term is included for purposes of consideration.

How to Read This Chapter

This chapter contains the listing of the data terms and their definitions. There are three major types of data terms: data elements, options, and entities. These are the essential pieces necessary to identify a piece of important information.

A **Data Element** is a bit of data which can be defined and measured. In this chapter, data elements are typed in bold using upper and lower cases. Examples of data elements are **Name of Individual**, **Race/Ethnicity**, and **Birthdate**. Each data element has been assigned a unique sequential "data element number" consisting of three digits. The data elements have been assigned these numbers for identification purposes. For example, the data element **Name of Individual** has been given the number 011 (when it appears in the text for the first time as the eleventh data element listed in Chapter 3) and

Name of Institution, which appears next, has been given the number 012. Subsequent data elements have also been assigned numbers in sequential order as they first appear in the text. It is important to note that when a data element appears in Chapter 3 more than once, it retains the original number that it had been assigned at its first appearance; thus, although **Name of Individual** might logically appear more than once in Chapter 3 (after originally appearing in Section A), it will still be identified as number 011 at each of the appearances regardless of the order of the numbers assigned to other data elements appearing in the same context for the first time.

"Entity uses" are also listed for each data element. This indicates that this data element could readily be used to describe these entities. (Entities are described below.) Where the same data element could be used in another section, it is listed using the same data element number it was originally assigned, and a statement refers readers to the appropriate section for the definition. Many of the data elements occurring in the first section are used throughout the chapter since they are generic, such as **Name of Individual** or **Telephone Number**.

In some cases, computation is required to derive the contents for certain data elements. For example, the number of **Credits Received: Cumulative** a student earns is the summation of all credit hours he or she receives after one or more sessions. This figure is accumulated over time and is computed by using at least one other data element (i.e., **Credits Attempted: Given Session**). In the sections which follow, this type of calculated data element is distinguished by an asterisk before the term. When developing a student data base, as illustrated in the tables in Chapter 4, these data elements are presented with the constituent data elements used to compute the aggregate or derived information in the "Notes" column. Included in Appendix F is a list of other data elements which are derived from computation using individual-level student data elements defined in Chapter 3. They describe groups of students, rather than individuals.

Many data elements have lists of ***Options***. Indented beneath the data elements and typed in bold, italicized lower-case letters with the first letter capitalized, options give recommended alternatives or responses for a data element. Options are listed in either alphabetical order or in a logical sequence, and have assigned code numbers. (For example, ***Female*** and ***Male*** are options under the data element **Sex**.)

The options presented are illustrative, not mandatory. A subset of options might be sufficient in some instances when designing a data system or data collection instrument. There are some data elements for which an option list would be useful, but an exhaustive list could not be created. In these cases, examples of options are listed, but a comprehensive list is not included. In some instances, there are code lists available from other sources that are referenced for a data element. For some data elements, a free-form (open-ended) description is the appropriate response. In these cases, no options are presented after these items. For other data elements, a more extensive list of options might be needed and obtained from another source.

Entities are persons, places, events, objects, or concepts about which data can be collected. For example, the data element **Name of Individual** could be collected to describe a student's parent/guardian, a teacher, a counselor, or a health care provider, thus putting the data element into a context. A list of entities and assigned code numbers precedes the nine sections of data terms and definitions.

The data element terms and definitions in this chapter have been divided into nine sections that represent logical groupings of data terms. No attempt is made to dictate a structure for the maintenance of student data. This structure is simply one way in which pieces of information could be logically grouped. For each section, there is a **SECTION TITLE**. The section title, typed in bold, upper-case letters, describes what type of information is contained in this part of the chapter.

Within each section, terms are divided into **Categories**. Typed in bold, upper and lower cases, each underlined category describes a group of related data elements. For example, the category **Family Information** includes the data elements **Marital Status**, **Financial Dependency**, and **Family Income Range**. Categories have no assigned numbers as they are merely a means of organizing groups and providing clarifying information.

The following example provides a visual overview of how these terms and definitions are arranged.

Section Title ——— **B. ENROLLMENT**

Category ——— **School Information**--The identification of the school(s), educational institution(s), and corresponding agencies that the student previously attended, currently attends, concurrently attends, or is transferring to attend.

Data Element ———

Data Element Number —— 073 **Enrollment Status**--An indication as to whether a student's name was, is, or will be officially registered on the roll of a school or schools.

Options ———

01 Previously enrolled
02 Currently enrolled
03 Concurrently enrolled
04 Transferring (will enroll)

Entities ——— Entity Uses: School

SENSITIVITY OF DATA ELEMENTS

Some data elements included in the handbook are considered to be of a sensitive nature. The inclusion of these data elements in this handbook was decided very carefully, recognizing the complexities of the school environment and the need for essential information for making appropriate decisions about instructional placement of, and the provision of services to, students. In addition, there are data elements that reflect federal, state, and local data collection requirements. Each agency or unit planning to collect and maintain information about individual students must determine what data elements should be collected, how the data are maintained, and who has access to the data taking into consideration federal, state, and local laws and regulations. In Chapters 1 and 2 there are suggestions regarding the consideration of what data to include and how to decide who has access to certain types of data.

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Data Element Outline

The following entries outline the organization of the section headings, categories, and data elements (with the data element numbers) included in this handbook.

A. PERSONAL INFORMATION

Name

001 First Name
002 Middle Name
003 Last/Surname
004 Generation Code
005 Personal Title
006 Alias
007 Former Legal Name
008 Last/Surname at Birth
009 Nickname
010 Tribal or Clan Name
011 Name of Individual
012 Name of Institution

Background Information

013 Identification Number
014 Identification System
015 Race/Ethnicity
016 National/Ethnic Origin Subgroup
017 Sex
018 Birthdate
019 Birthdate Verification
020 City of Birth
021 County of Birth
022 State of Birth
023 Country of Birth
024 First Entry Date (into the United States)
025 Citizenship Status
026 Country of Citizenship
027 English Proficiency
028 Language Type
029 Language
030 Religious Background
031 Minor/Adult Status
032 Migratory Status
033 Migrant Classification Subgroup
034 Migrant National Certificate of Eligibility (COE) Status
035 Migrant Residency Date
036 Migrant Last Qualifying Move (LQM) Date

Address/Contact Information

037 Street Number/Name
038 Apartment/Room/Suite Number
039 City
040 County
041 State
042 Zip Code
043 Country
044 Complete Permanent Address
045 Complete Campus Address
046 Telephone Status
047 Telephone Number
048 Facsimile (FAX) Number
049 Electronic Mail Address
050 Electronic Mail System
051 Electronic Mail Carrier Contact
052 Zone Number
053 Residence Block Number
054 Other Geographical Designation
055 Public School Residence Status
056 Non-Resident Attendance Rationale
057 Dwelling Arrangement
058 Dwelling Ownership
059 Head of Household

Family Information

060 Marital Status
061 Financial Dependency
062 Number of Dependents
063 Family Income Range
064 Poverty Status
065 Family Public Assistance Status
066 Relationship to Student
067 Life Status
068 School/Local Education Agency Status
069 Occupation
070 Employment Status
071 Employer Type
072 Highest Level of Education Completed

B. ENROLLMENT

School Information
- 073 Enrollment Status
- 012 Name of Institution
- 037 Street Number/Name
- 038 Apartment/Room/Suite Number
- 039 City
- 040 County
- 041 State
- 042 Zip Code
- 043 Country
- 046 Telephone Status
- 047 Telephone Number
- 048 Facsimile (FAX) Number
- 049 Electronic Mail Address
- 050 Electronic Mail System
- 051 Electronic Mail Carrier Contact
- 013 Identification Number
- 014 Identification System
- 074 Lowest Grade Level
- 075 Highest Grade Level
- 076 School Administration
- 077 School Type

Entrance Information
- 078 Admission Date
- 079 Admission Status
- 080 Entry Date
- 081 Cohort Year
- 082 Entry Type
- 083 Entry Level
- 084 Full-Time/Part-Time Status
- 085 Day/Evening Status
- 086 Boarding Status

Tuition And Fee Information
- 087 Tuition Amount
- 088 Fee Amount
- 089 Boarding Expense Amount
- 090 Books, Equipment, and Supplies Amount
- 091 Miscellaneous Item Amount
- 092 Total Cost of Education to Student
- 093 Tuition Status
- 094 Payment Source(s)

Financial Assistance
- 095 Financial Assistance Qualifier
- 096 Financial Assistance Type
- 097 Financial Assistance Descriptive Title
- 098 Financial Assistance Source
- 099 Financial Assistance Amount

Membership Information
- 100 Number of Days of Membership

Attendance Information
- 101 Daily Attendance Status
- 102 Class Attendance Status
- 103 Released Time

Exit/Withdrawal Information
- 104 Exit/Withdrawal Date
- 105 Exit/Withdrawal Status
- 106 Exit/Withdrawal Type
- 107 Death Date
- 108 Death Cause
- 109 Illness Type
- 110 Expulsion Cause
- 111 Expulsion Return Date
- 112 Discontinuing Schooling Reason
- 113 Compulsory Attendance Status at Time of Discontinuing School
- 114 Residence After Exiting/Withdrawing From School
- 115 Information Source

Non-Entrance Information
- 116 Reason for Non-Entrance in Local Elementary or Secondary School

C. SCHOOL PARTICIPATION AND ACTIVITIES

Session Information
- 117 Session Type
- 118 Session Beginning Date
- 119 Session Ending Date
- 120 Total Days in Session
- 013 Identification Number
- 014 Identification System
- 011 Name of Individual

Course Information
- 121 Organization
- 122 Subject Matter Area or Department
- 123 Instructional Level
- 124 Descriptive Title
- 125 Period

126 Time Element
127 Principal Medium of Instruction
128 Location of Instruction/Service
129 Location of Instruction/Service Description
130 Credit Type Offered
131 Number of Credits Attempted
132 Repeat Identifier
133 Number of Credits Received
134 Reporting Means
135 Reporting Method
136 Grade Assigned
137 Grade Value Qualifier

Grading Period Information

138 Grading Period Beginning Date
139 Grading Period Ending Date
140 Total Days in Grading Period

Performance Information

141 Credits Attempted: Given Grading Period
142 Credits Attempted: Given Session
143 Credits Attempted: Given School Year
144 Credits Attempted: Cumulative
145 Credits Received: Given Grading Period
146 Credits Received: Given Session
147 Credits Received: Given School Year
148 Credits Received: Cumulative
149 Grade Points Received: Given Grading Period
150 Grade Points Received: Given Session
151 Grade Points Received: Given School Year
152 Grade Points Received: Cumulative
153 Grade Point Average (GPA): Given Grading Period
154 Grade Point Average (GPA): Given Session
155 Grade Point Average (GPA): Given School Year
156 Grade Point Average (GPA): Cumulative

Progress and Honor Information

157 Promotion Type
158 Non-Promotion Reason
159 Honors Information

Activity Information

160 Activity Description
161 Activity Type
162 Recognition for Completion of Self-contained Class, Cocurricular, or Extracurricular Activity

D. NON-SCHOOL AND POST-SCHOOL EXPERIENCE

Non-School Activity Information

163 Non-School Activity Description
164 Non-School Activity Beginning Date
165 Non-School Activity Ending Date
166 Non-School Activity Honors

Work Experience

167 In-School/Post-School Employment Status
168 Experience Type
169 Work Type
170 Program of Study Relevance
171 Employment Permit Number
172 Employment Permit Certifying Organization
173 Employment Permit Description
174 Employment Permit Valid Date
175 Employment Permit Expiration Date
176 Employment Beginning Date
177 Employment Separation Date
178 Number of Hours Worked Per Work Week (Monday-Friday)
179 Number of Hours Worked Per Weekend
180 Employment Recognition

Institutional/Organizational Information

012 Name of Institution
044 Complete Permanent Address
046 Telephone Status
047 Telephone Number

Post-School Education/Training

184 Post-School Training or Education Subject Matter
182 Education Planned
072 Highest Level of Education

Completed
183 Post-School Recognition

Other Post-School Information
184 Career Objectives
185 Military Service Experience
186 Voting Status
187 Other Post-School Accomplishments

E. ASSESSMENT

Assessment Information
188 Purpose
189 Assessment Type
190 Assessment Title
191 Assessment Content
192 Subtest Type
193 Level (for which Designed)
013 Identification Number
014 Identification System
194 Grade Level when Assessed
195 Copyright Date

Administrative Issues
196 Administration Method
197 Administration Form
198 Response Form
199 Administration Language
200 Special Adaptation
201 Administration Date
202 Location
011 Name of Individual
203 Position

Score/Results Reporting
204 Assessment Reference Type
205 Norm Group
206 Norm Year
207 Norming Period
208 Score Range
209 Reporting Method
210 Score Results
211 Score Interpretation Information
212 Reporting and Documentation

F. TRANSPORTATION

Transportation Information
213 Transportation Status
214 State Transportation Aid Qualification
215 Transportation at Public Expense Eligibility
216 Special Accommodation Requirements

Transportation Contact
011 Name of Individual
044 Complete Permanent Address
045 Telephone Status
047 Telephone Number

Distance/Time Information
217 Distance From Home To School
218 Total Distance Transported
219 Length of Time Transported

Vehicle Information
220 Ownership/Type
013 Identification Number
014 Identification System
221 Route Description
222 Run Description
223 Stop Description

G. HEALTH CONDITIONS

Identifiers
013 Identification Number
014 Identification System
224 Height
225 Weight
226 Hair Color
227 Eye Color
228 Birthmark
229 Blood Type

Oral Health
230 Number of Teeth
231 Number of Permanent Teeth Lost
232 Number of Teeth Decayed
233 Number of Teeth Restored
234 Occlusion Condition
235 Gingival (Gum) Condition
236 Oral Soft Tissue Condition
237 Dental Prosthetics
238 Orthodontic Appliances

Maternal and Pre-Natal Condition
239 Initial Pre-Natal Visit (Gestational

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Age)
240 Total Number of Pre-Natal Visits During Pregnancy
241 Total Weight Gain During Pregnancy

Conditions at Birth
242 Weight at Birth
243 Gestational Age at Birth
244 Health Condition at Birth

Health History
245 Diseases, Illnesses, and Other Health Conditions
246 Medical Treatment
247 School Health Emergency Action
248 Injury
249 Substance Abuse
250 Routine Health Care Procedure Required at School
251 Health Condition Progress Report
252 Health Care History Episode Date

Medical Evaluations
253 Evaluation Sequence
254 Medical Examination Type
255 Medical Examination Instrument Description/Title
256 Medical Examination Date
257 Uncorrected Score/Results
258 Corrected Score/Results
259 Unit of Measure
260 Blood Pressure
261 Overall Diagnosis/Interpretation of Vision
262 Overall Diagnosis/Interpretation of Hearing
263 Overall Diagnosis/Interpretation of Speech and Language
264 Service Alternatives
265 Corrective Equipment Prescribed
266 Corrective Equipment Purpose
267 Diagnosis of Causative Factor (Condition)
268 Condition Onset Date

Disabling Conditions
269 Primary Disability Type
270 Disability Level
271 Secondary Disability Type
272 Tertiary Disability Type

Medical Laboratory Tests
273 Blood Test Type
274 Tuberculosis Test Type
275 Medical Laboratory Procedure Results

Immunizations
276 Immunization Type
277 Immunizations Mandated by State Law for Participation
278 Immunization Date
279 Immunization Status Code

Nutrition
280 Special Diet Considerations

Referrals
281 Referral Purpose
282 Referral Cause
283 Referral Date
284 Referral Completion Date
285 Referral Completion Report

Limitations on School Activities
286 Limitation Description
287 Limitation Cause
288 Limitation Beginning Date
289 Limitation Ending Date

Health Care Provider
290 Provider Type
291 Provider Specialty
292 Provider Authority
293 Referral Status
011 Name of Individual
044 Complete Permanent Address
046 Telephone Status
047 Telephone Number
048 Facsimile (FAX) Number
049 Electronic Mail Address
050 Electronic Mail System
051 Electronic Mail Carrier Contact

Other Health Information
294 Emergency Factor
295 Related Emergency Needs
296 Insurance Coverage
297 Health Care Plan
298 Hospital Preference
299 Medical Waiver

300 Religious Consideration
301 Other Special Health Needs, Information, or Instructions

H. SPECIAL PROGRAM PARTICIPATION AND STUDENT SUPPORT SERVICES

Identification Procedure
302 Identification Method
303 Identification Results
011 Name of Individual
203 Position
012 Name of Institution
044 Complete Permanent Address
046 Telephone Status
047 Telephone Number
048 Facsimile (FAX) Number
049 Electronic Mail Address
050 Electronic Mail System
051 Electronic Mail Carrier Contact
304 Participation Eligibility Indicator
305 Program Participation Reason
306 Program Participation Identification Date

Early Childhood Program Participation
307 Caregiver/Early Childhood Program Provider
308 Caregiver/Early Childhood Program Location
309 Family Day Care Status
310 Caregiver/Early Childhood Program Description
311 Early Childhood Program Sponsorship
312 Early Childhood Program Funding Source
313 Early Childhood Program Components

Individualized Education Program Information
314 Individualized Program Type
315 Individualized Program Date Type
316 Individualized Program Date
317 Number of Minutes per Week Mainstreamed

Special Program and Student Support Service Participation
318 Special Assistance Program Type
319 Benefit Type
320 Program Funding Source
321 Instructional Program Service Type
322 Student Support Service Type
323 Transitional Support Service Type
324 Service Description

Special Program/Services Delivery
325 Care/Service Frequency
326 Care/Service Day Status
327 Care/Service Intensity
328 Care/Service Duration
329 Care/Service Beginning Date
129 Location of Instruction/Services
132 Location of Instruction/Services Description
330 Service Setting

Service Provider
331 Service Provider Type

Monitoring Procedure
332 Monitoring Method
333 Remarks

Program Exit
334 Care/Service Ending Date
335 Program Exit Reason

I. DISCIPLINE

Nature of Offense
336 Offense Type
337 Offense Description
338 Offense Occurrence Date
339 Offense Occurrence Location

Disciplinary Action
340 Disciplinary Action Type
341 Disciplinary Action Description
342 Disciplinary Action Status
343 Disciplinary Action Beginning Date
344 Disciplinary Action Ending Date
011 Name of Individual
345 Disciplinary Action Authority

ENTITY LIST

01 **Student**--An individual for whom instruction, services and/or care are provided in an early childhood, elementary or secondary educational program under the jurisdiction of a school, education agency, or other institution or program.

02 **Parent/Guardian**--An individual having parental or legal guardianship responsibility for a student.

03 **Employer**--A business, firm, institution, or other organization for whom an individual works (including self-employment) in return for financial or other compensation.

04 **Sibling(s) or Other School-Age Children Living in Student's Household**--Any brothers, sisters (including half brothers and sisters, stepbrothers and sisters, and foster brothers and sisters) or other school age children living in the same household in which the student resides.

05 **Responsible Adult of Student's Household**--An adult, not necessarily the student's Parent/Guardian, responsible for the student at the household or other domicile in which he or she resides.

06 **Other Adult Living in Student's Household**--An adult, other than the student's Parent/Guardian or the Responsible Adult of Student's Household, living at the household or domicile in which the student resides.

07 **Sponsor**--A person or agency undertaking responsibility (e.g., as a proponent, an endorser, or an adviser) for a student. For example, a member of the United States Department of Defense (military or civilian) having parental, guardianship, or legal responsibility for a student while in the overseas dependents' school.

08 **Emergency Contact**--An individual who is to be notified in the event of an emergency involving a student when the appropriate Parent/Guardian cannot be contacted.

09 **School**--An institution that provides preschool, elementary, and/or secondary instruction; has one or more grade groupings or is ungraded; has one or more teachers to give instruction or care; is located in one or more buildings; and has an assigned administrator(s).

10 **Local Administrative Unit (LAU)**--An administrative unit at the local level which exists primarily to operate schools or to contract for educational services. These units may or may not be coextensive with county, city, or town boundaries. Public school LAU's are often referred to as Local Education Agencies (LEA's).

11 **Counselor**--A staff member responsible for guiding individuals, families, groups, and communities by assisting them in problem-solving, decision-making, discovering meaning, and articulating goals related to personal, educational, and career development.

12 **Homeroom Monitor**--A teaching or non-teaching school staff member responsible for directing activities during a homeroom class or period on a daily basis. These activities may include, but are not limited to, collecting and maintaining student attendance figures.

13 **Class**--A setting in which organized instruction of course content is provided to one or more students (including cross-age groupings) for a given period of time. (A course may be offered to more than one class.) Instruction, provided by one or more teachers or other staff members, may be delivered in person or via a different medium.

Classes that share space should be considered as separate classes if they function as separate units for more than 50 percent of the time.

14 **Teacher**--A professional school staff member responsible for providing learning experiences and care to students during a particular time period or in a given discipline.

15 **Postsecondary Institution**--An organization that provides educational programs for individuals who have completed or otherwise left educational programs in secondary school(s).

16 **Assessment**--A tool, instrument, process, or exhibition composed of a systematic sampling of behavior for measuring a student's competence, knowledge, skills or behavior. An assessment can be used to measure differences in individuals or groups or changes in performance from one occasion to the next.

17 **Evaluator**--An individual responsible for performing a systematic evaluation of specified aspects, conditions, or progress of a student including his or her academic, physical, emotional, psychological, and economic status. Results may include recommendations for providing or not providing specific treatment or support to the student.

18 **Transportation Contact**--An individual responsible for a student's transportation to and from school, or who receives a student at a bus stop or other location.

19 **Transportation Vehicle**--A vehicle used to transport a student to and from school or between home or school and other schools or sites including those authorized for program/service delivery.

20 **Health Evaluation**--A diagnostic examination performed on an individual for identification or evaluation of a health-related process or condition.

21 **Health Care Provider**--An individual or organization responsible for providing health care services to an individual, regardless of the location of service.

22 **Program/Service**--A program or service that supplements the regular school program or serves as early childhood education and care for children prior to reaching school-attendance age. These programs and services are often, but not solely, available through federal, state, or local agencies, non-profit organizations and/or other community-based organizations (or assistance provided by these entities). Services may be instructional or non-instructional in nature and may be provided within or outside of a school building.

23 **Service Provider**--An individual or organization responsible for administering services to a student who is participating in a program or receiving services.

24 **Disciplinarian**--A school- or agency-designated individual who assumes, or who has been assigned to assume, responsibilities involving the resolution of student discipline problems. Tasks may include the administration of punishment, the supervision of detention and in-house suspension, and the coordination of other disciplinary matters.

DATA ELEMENT DEFINITIONS
A. PERSONAL INFORMATION

This section includes information about a student's personal, family, and demographic status.

Entity Uses:
Student
Parent/Guardian
Employer
Sibling(s) or Other School-Age Children Living in Student's Household
Responsible Adult of Student's Household
Other Adult Living in Student's Household
Sponsor
Emergency Contact

Name--A word or series of words by which a subject is known and distinguishable.

001 **First Name**--A name given to an individual at birth, baptism, or during another naming ceremony, or through legal change.

Entity Uses:
Student
Parent/Guardian

002 **Middle Name**--A secondary name given to an individual at birth, baptism, or during another naming ceremony, or through legal change.

Entity Uses:
Student
Parent/Guardian

003 **Last/Surname**--The name borne in common by members of a family.

Entity Uses:
Student
Parent/Guardian

004 **Generation Code**--An appendage, if any, used to denote an individual's generation in his family (e.g., Jr., Sr., III).

Entity Uses:
Student
Parent/Guardian

005 **Personal Title**--An appellation, if any, used to denote rank, placement, or status (e.g., Mr., Ms., Reverend, Sister, Dr., Colonel).

Entity Uses:
Student
Parent/Guardian

006 **Alias**--An assumed name, or a name by which an individual is otherwise known.

Entity Uses:
Student
Parent/Guardian

007 **Former Legal Name**--A previously recognized, legally accepted name that is no longer valid.

Entity Uses: Student
Parent/Guardian

008 **Last/Surname at Birth**--The original surname of an individual as identified at birth before any subsequent changes (e.g., the surname of a woman before accepting a married surname).

Entity Uses: Student
Parent/Guardian

009 **Nickname**--A familiar form of a proper name, a descriptive name, or other colloquial name given instead of or in addition to an individual's formal name.

Entity Uses: Student

010 **Tribal or Clan Name**--A name borne in common by members of a tribe or clan (e.g., the Matai name in Samoa).

Entity Uses: Student

011 **Name of Individual**--The full, legally accepted, proper name given to an individual at birth, baptism, or during another naming ceremony, or through legal change (generally used when component parts are not required or requested separately).

Entity Uses: Sibling(s) or Other School-Age Children Living in Student's Household
Responsible Adult of Student's Household
Other Adult Living in Student's Household
Sponsor
Emergency Contact

012 **Name of Institution**--The full, legally or popularly accepted name of an organization (e.g., a school, an association, or a company).

Entity Uses: Employer

Background Information--Personal information about and particular to an individual, organization, or institution.

013 **Identification Number**--A unique number assigned to an individual, organization, or institution by a school, an education agency, a state, or other organization.

Entity Uses: Student
Sibling(s) or Other School-Age Children Living in Student's Household

014 **Identification System**--A numbering scheme that is used for identification and record-keeping purposes by schools, social services, or other agencies to refer to an individual, institution, or organization.

01 Driver's license number
02 Health record number

03 Medicaid number
04 Migrant student records transfer system (MSRTS) number
05 Professional certificate or license number
06 School-assigned number
07 Selective service number
08 Social security administration number
09 College Board/ACT code set of PK-grade 12 institutions
10 Local education agency (LEA) number
11 State education agency (SEA) number
12 U.S. Department of Education, National Center for Education Statistics (NCES) number
13 Other organization number (e.g., Roman Catholic Diocese or association number)
99 Other

Entity Uses: Student
Sibling(s) or Other School-Age Children Living in Student's Household

015 **Race/Ethnicity**--The general racial or ethnic heritage category which most clearly reflects the individual's recognition of his or her community or with which the individual most identifies.[1]

01 American Indian or Alaskan Native--A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

02 Asian or Pacific Islander--A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

03 Black (not Hispanic)--A person having origins in any of the black racial groups of Africa.

04 Hispanic--A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

05 White (not Hispanic)--A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Entity Uses: Student

016 **National/Ethnic Origin Subgroup**--The national or ethnic subgroup of a person other than "American." Examples for Asian/Pacific Islanders include: Chinese, Japanese, Korean, Filipino, Hawaiian, Vietnamese, Asian Indian, Samoan, or Guamanian. For Hispanics, examples include: Puerto Rican, Mexican-American, Cuban, Argentinean, Dominican, Columbian, Nicaraguan, Salvadoran, or Spaniard. Tribal background could be listed for Alaskan Natives or American Indians (e.g., Navaho).

Entity Uses: Student

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[1] These categories for federal reporting are identified in the Equal Employment Opportunity Commission School Reporting Form (EEO-5). Category designations do not denote scientific definitions of anthropological origins.

Parent/Guardian
Sibling(s) or Other School-Age Children Living in Student's Household

017 **Sex**--A person's gender.

01 Female--A woman or a girl.

02 Male--A man or a boy.

Entity Uses: Student
Parent/Guardian
Sibling(s) or Other School-Age Children Living in Student's Household

018 **Birthdate**--The month, day, and year on which an individual was born.

Entity Uses: Student
Sibling(s) or Other School-Age Children Living in Student's Household

019 **Birthdate Verification**--The evidence by which an individual's date of birth is confirmed.

01 Baptismal or church certificate--A form, issued by a church, listing the birthdate and certifying the baptism of a child.

02 Birth certificate--A written statement or form issued by an office of vital statistics verifying the name and birthdate of the child as reported by the physician attending at the birth.

03 Entry in a family Bible--An entry in a family Bible on a special page for recording births, marriages, and other vital information about the family.

04 Hospital certificate--A certificate issued by a hospital verifying the name and birthdate of a child.

05 Parent's affidavit--A sworn, written statement made by an individual's parent to verify his or her age, birthdate, and place of birth.

06 Passport--Any travel document issued by a recognized authority showing the bearer's origin, identity, birthdate, and nationality that is valid for the entry of the bearer into a foreign country.

07 Physician's certificate--A certificate issued by the physician attending at birth, verifying the name and birthdate of the child. A physician's certificate is considered to be a birth certificate when acceptable as such by the political subdivision where issued.

08 Previously verified school records--A school record with the birthdate previously verified that is issued in lieu of more direct evidence to verify the birthdate.

98 None

99 Other

Entity Uses: Student

020 **City of Birth**--The name of the city in which an individual was born.

Entity Uses: Student

021 **County of Birth**--The name of the county, parish, borough, or comparable unit (within a state) in which an individual was born.

(Note: A five-digit FIPS code that identifies counties across the United States is available from the National Technical Information Service, 5285 Port Royal Road, Springfield, VA 22161)

Entity Uses: Student

022 **State of Birth**--The name of the state (within the United States) or extra-state jurisdiction in which an individual was born.

(Note: A list of states and extra-state jurisdictions within the United States and their codes can be found in Appendix G.)

Entity Uses: Student

023 **Country of Birth**--The name of the country in which an individual was born.

(Note: A list of countries and their codes can be found in Appendix H.)

Entity Uses: Student
Parent/Guardian

024 **First Entry Date (into the United States)**--The month, day, and year of an individual's initial arrival into the United States in order to establish residency.

Entity Uses: Student

025 **Citizenship Status**--The description that best identifies the status of an individual's citizenship and/or residency in the United States.

01 Dual national--An individual who is a citizen of more than one country.

02 Non-Resident alien--An individual who has been admitted temporarily to the United States as a non-immigrant, but is not a citizen, including those granted student visas solely for the purpose of study (i.e., alien students).

03 Resident alien--An individual who has been admitted to the United States for permanent residency but is not a citizen of the United States.

04 United States citizen--An individual who is a citizen of only the United States regardless of how this status was acquired.

99 Other

Entity Uses: Student

026 **Country of Citizenship**--The country to which an individual acknowledges citizenship (if other than the United States).

(Note: A list of countries and their codes can be found in Appendix H.)

Entity Uses: Student

027 **English Proficiency**--An individual's adeptness at English as indicated by: a) reading skills (the ability to comprehend and interpret text); b) listening skills (the ability to understand verbal expressions of the language); c) writing skills (the ability to produce written text with content and format); and d) speaking skills (the ability to use oral language appropriately and effectively).

01 Fully English proficient--An individual who is able to use English to ask questions, to understand dialogue and reading materials, to test ideas, and to interpret what is being presented. Reading, listening, writing, and speaking all contribute to an individual's proficiency in the language.

02 Limited English proficient--An individual with a language background other than English, and whose proficiency in English is such that the probability of the individual's success in an English-only environment is below that of a successful peer with an English language background.

Entity Uses: Student

028 **Language Type**--An indication of the function and context in which an individual uses a language to communicate.

01 Correspondence language--The language or dialect to be used when sending written communication (e.g., letters, facsimiles, or electronic mail) to an individual.

02 Dominant language--The language or dialect an individual best understands and with which he or she is most comfortable. A person may be dominant in one language in certain situations and another for others.

03 Home language--The language or dialect routinely spoken in an individual's home. This language or dialect may or may not be an individual's native language.

04 Native language--The language or dialect first learned by an individual or first used by the Parent/Guardian with a child. This term is often referred to as primary language.

05 Other language proficiency--Any language or dialect, other than the dominant language, in which an individual is proficient.

99 Other

Entity Uses: Student

Parent/Guardian

029 **Language**--The specific language or dialect that an individual uses to communicate.

(Note: A list of languages and dialects can be found in Appendix I.)

Entity Uses: Student
Parent/Guardian

030 **Religious Background**--The religion or religious group (i.e., the specific unified system of religious expression) with which an individual most identifies.

01 Amish
02 Assembly of God
03 Baptist
04 Buddhist
05 Calvinist
06 Catholic
07 Eastern Orthodox
08 Episcopal
09 Friends
1c Greek Orthodox
11 Hindu
12 Islamic
13 Jehovah's Witnesses
14 Jewish
15 Latter Day Saints
16 Lutheran
17 Mennonite
18 Methodist
19 Pentecostal
20 Presbyterian
21 Other Christian denomination
22 Seventh Day Adventist
23 Tao
98 None
99 Other

Entity Uses: Student

031 **Minor/Adult Status**--A person's status in relation to legal adulthood as specified by state law.

01 Emancipated minor--An individual who has not reached a specified minimum age of adulthood, but is free (emancipated) from parental control as a result of a court ruling and therefore may be exempt from the provisions of compulsory school attendance.

02 Legal adult--An individual who has reached a specified minimum age of adulthood.

03 Legal minor--An individual who has not reached a specified minimum age of adulthood.

Entity Uses: Student

032 **Migratory Status**--An indication that an individual, or a parent/guardian accompanying an individual, maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.

01 Currently a migratory child--A child whose parent/guardian is a migratory agricultural worker or a migratory fisher; and who has moved within the past 12 months from one school district to another in order to enable the child, the child's parent/guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishery activity.

02 Formerly a migratory child--A child who was eligible to be counted and was served as a migratory child within the past five years, but is not currently a migratory child.

03 Not a migratory child--A child whose parent/guardian is not a migrant worker.

Entity Uses: Student

033 **Migrant Classification Subgroup**--An indication of the status of a migrant student, as further specified by the migratory pattern (i.e., interstate or intrastate) and industry (i.e., agriculture or fishing) by which his or her family is influenced.

01 I Interstate agricultural (currently migratory)
02 II Intrastate agricultural (currently migratory)
03 III Formerly agricultural (formerly migratory)
04 IV Interstate fishing (currently migratory)
05 V Intrastate fishing (currently migratory)
06 VI Formerly fishing (formerly migratory)

Entity Uses: Student

034 **Migrant National Certificate of Eligibility (COE) Status**--An indication as to whether a migrant student has completed the COE, indicating that his or her eligibility for Migrant Education Programs (MEP) participation has been evaluated and registered.

01 National Certificate of Eligibility completed
02 National Certificate of Eligibility not completed

Entity Uses: Student

035 **Migrant Residency Date**--The month, day, and year on which a migrant student entered a particular school district or local operating agency service area and established his or her residency.

Entity Uses: Student

036 **Migrant Last Qualifying Move (LQM) Date**--The month, day, and year on which a migrant student last moved, based on the Certificate of Eligibility. This date may also be identified as the Qualifying Arrival Date (QAD).

Entity Uses: Student

Address/Contact Information--Information that can be used to direct communication to an individual, organization, or institution.

037 **Street Number/Name**--The street number and street name or post office box number of an address.

Entity Uses: Student
Parent/Guardian

038 **Apartment/Room/Suite Number**--The apartment, room, or suite number of an address.

Entity Uses: Student
Parent/Guardian

039 **City**--The name of the city in which an address is located.

Entity Uses: Student
Parent/Guardian

040 **County**--The name of the county, parish, borough, or comparable unit (within a state) in which an address is located.

(Note: A five-digit FIPS code that identifies counties across the United States is available from the National Technical Information Service, 5285 Port Royal Road, Springfield, VA 22161)

Entity Uses: Student
Parent/Guardian

041 **State**--The name of the state (within the United States) or extra-state jurisdiction in which an address is located.

(Note: A list of states and extra-state jurisdictions within the United States and their codes can be found in Appendix G.)

Entity Uses: Student
Parent/Guardian

042 **Zip Code**--The five or nine digit zip code portion of an address.

Entity Uses: Student
Parent/Guardian

043 **Country**--The name of the country in which an address is located.

(Note: A list of countries and their codes can be found in Appendix H.)

Entity Uses: Student
Parent/Guardian

044 **Complete Permanent Address**--The street number and name, apartment/room/suite number, city, county, state, zip code, and country of an individual's permanent address (generally used when component parts are not required or requested separately).

Entity Uses: Employer
Sponsor
Emergency Contact

045 **Complete Campus Address**--The street number and name, apartment/room/suite number, city, county, state, zip code, and country of an individual's address during the school year if it differs from his or her permanent address (generally used when component parts are not required or requested separately).

Entity Uses: Student

046 **Telephone Status**--An indication of special circumstances which affect communication to an individual, organization, or institution via a telephone (e.g., no telephone connection, no one available to answer the telephone during certain hours, etc.)

Entity Uses: Student
Parent/Guardian
Employer
Sponsor
Emergency Contact

047 **Telephone Number**--The telephone number including the international code, area code, and extension, if applicable.

Entity Uses: Student
Parent/Guardian
Employer
Sponsor
Emergency Contact

048 **Facsimile (FAX) Number**--The telephone number used by an individual or organization to send or receive facsimile (FAX) transmissions including the international code and area code, if applicable.

Entity Uses: Student
Parent/Guardian
Employer

049 **Electronic Mail Address**--The numbers, letters, and symbols used to identify an electronic mail (E-mail) user within the network to which he or she belongs.

Entity Uses: Student
Parent/Guardian
Employer

050 **Electronic Mail System**--The name, description, or designation of the electronic mail (E-mail) network to which an individual belongs.

Entity Uses: Student
Parent/Guardian
Employer

051 **Electronic Mail Carrier Contact**--The telephone number used (most often by a modem connection) to contact the electronic mail (E-mail) network to which a user belongs.

Entity Uses: Student
Parent/Guardian
Employer

052 **Zone Number**--The number assigned to a geographical area for purposes of census enumeration. For a public school census, this number is generally assigned by the local education agency (LEA).

Entity Uses: Student

053 **Residence Block Number**--A number assigned to a particular block of residences.

Entity Uses: Student

054 **Other Geographical Designation**--Any relevant description for a geographical location other than those described above.

Entity Uses: Student

055 **Public School Residence Status**--An indication of the location of an individual's legal residence relative to (within or outside) the boundaries of the public school attended and its administrative unit.

01 Resident of administrative unit and usual school attendance area--The individual's legal residence is within the administrative unit and the attendance area of the school he or she attends.

02 Resident of administrative unit, but of other school attendance area--The individual's legal residence is within the administrative unit, but not within the attendance area of the school he or she attends.

03 Non-resident--The individual's legal residence is outside the administrative unit of the school he or she attends.

Entity Uses: Student

056 **Non-Resident Attendance Rationale**--The reason that the student attends a school outside of his or her usual attendance area.

01 Attending an area alternative school--The student is attending a public elementary or secondary school that: 1) addresses the needs of students which typically cannot be met in a regular school; 2) provides nontraditional education;) serves as an adjunct to a regular school; or 4) falls outside of the categories of regular, special program emphasis or vocational/technical education.

02 Attending an area magnet program (including gifted and talented or honors programs)--The student is attending an elementary or secondary school program within the public education system that has been designed: 1) to attract students of different racial/ethnic backgrounds for the purpose of reducing, preventing, or eliminating racial isolation; and/or 2) to provide an academic or social focus on a particular theme (e.g., science/math, performing arts, gifted/talented, or foreign language).

03 Attending an area special education school--The student is attending an early childhood, elementary or secondary school that focuses primarily on special education and adapts the curriculum, materials, or instruction for students accordingly. This may include instruction for any of the following: autism, deaf-blindness, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, serious emotional disturbance, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, and other health impairments.

04 Attending an area vocational/technical school--The student is attending a school that offers a secondary education program available in regular or trade high schools or separate vocational centers or programs that provide formal preparation for semi-skilled, skilled, technical or professional occupations for high school-aged students who have opted to develop or expand their employment opportunities, often in lieu of preparing for college entry. This type of instruction is often referred to as career and technology preparation.

05 Attending a private school--The student is attending an educational institution administered by a non-governmental agency at the early childhood, elementary, or secondary level.

06 Court-mandated juvenile system assignment--The student is completing an assignment in a juvenile system to fulfill a court mandate.

07 Home schooling--The student is receiving educational instruction offered in a home environment, as regulated by state law, for reasons other than health.

08 Local education agency (LEA) assignment--The student is enrolled in a school outside of his or her attendance area as assigned by an LEA (e.g., for cost-saving measures or for desegregation purposes).

09 Migrant education program participation--The student is enrolled in a school outside of his or her attendance area because he or she, or his or her parent/guardian, is a migrant worker.

10 Open enrollment--The student is enrolled in a school outside of his or her own attendance area by choice, as permitted by state or local policy.

99 Other

Entity Uses: Student

057 **Dwelling Arrangement**--An indication of the arrangement or environment in which an individual resides.

01 Boarding house--A private residence in which an individual or his or her family resides and receives one or more meals per day.

02 Cooperative house--A house in which individuals or families are responsible for the financing and administration of living costs, each paying a proportionate amount of expenses and sharing in the maintenance of the house.

03 Crisis shelter--A facility that provides a temporary place to stay for individuals who are unable to return to their own residences due to sexual assault, domestic violence or other problems.

04 Disaster shelter--A facility that provides temporary shelter for individuals whose residences have been made uninhabitable by fire, flood, earthquake, or other major disaster.

05 Dormitory--A building (usually under general school or college supervision) with many rooms that provide sleeping and living accommodations for a number of students.

06 Family residence--A residence in which an individual lives alone, with his or her birth, adoptive, sponsoring, or guardian family (including relatives), or with roommates.

07 Foster home--A residence in which an individual is placed in an alternative living arrangement in an agency-supervised private home that is licensed to provide foster care.

08 Institution--A facility having a social, educational, health, or other purpose such as a community- or hospital-based facility.

09 Prison or juvenile detention center--A facility where individuals convicted of crimes are confined or where accused individuals are held while awaiting trial.

10 Rooming house--A residence in which one or more individuals or families occupy rooms, generally without meals being provided (e.g., a hotel or motel).

11 Transient shelter--A facility that provides a temporary place to stay for travelers, newcomers or homeless people in the community.

12 No home--An instance in which an individual is without a dwelling.

99 Other

Entity Uses: Student

058 **Dwelling Ownership**--An indication of the type of ownership of a residence in which an individual lives.

01 Owned property--Housing that an individual or the individual's family owns in part (mortgaged) or completely and for which rent is not paid.

02 Public or subsidized housing--Housing owned by the local, state, or federal government that is provided to individuals on a rent-free or reduced-rent basis.

03 Rental property--Housing for which an individual or an individual's family leases and pays rent at some fixed interval for the purpose of accommodation.

99 Other

Entity Uses: Student

059 **Head of Household**--The individual with primary responsibility for the maintenance of a residence.

01 Agency official
02 Foster parent(s)
03 Institution official
04 Non-parental relative
05 Non-relative owner of property
06 Parent/Guardian
07 Prison official
08 School official
09 Spouse
10 Student
99 Other

Entity Uses: Student

Family Information--Information about the student's family condition and responsibilities.

060 **Marital Status**--The condition of an individual with regard to marriage.

01 Legally separated
02 Married
03 Not married (never married, legally divorced, widowed, or marriage annulled)

Entity Uses: Student
Parent/Guardian

061 **Financial Dependency**--The financial reliance of an individual.

01 Dependent on parent/guardian--An individual who relies primarily upon his or her parent/guardian for financial support or aid.

02 Dependent on relatives (other than parent/guardian)--An individual who relies primarily upon his or her relatives (other than parent/guardian) for financial support or aid.

03 Dependent on other--An individual who relies primarily upon someone other than his or her relatives (including parent/guardian) for financial support or aid.

04 Independent--An individual who relies upon himself or herself for financial support or aid (i.e., he or she is self-reliant).

Entity Uses: Student
Sibling(s) or Other School-Age Children Living in Student's Household

062 **Number of Dependents**--The number of persons (minor or adult) for whom an individual has legal responsibility.

Entity Uses: Student

063 **Family Income Range**--The category which best represents the total combined income during the past 12 months of all members of the family who share financial responsibility in a household. This includes money from jobs, net income from business, farm or rent, pensions, dividends, interest, social security payments and any other money income received by members of the family.

01 $0-2,999
02 $3,000 to 5,999
03 $6,000 to 8,999
04 $9,000 to 11,999
05 $12,000 to 14,999
06 $15,000 to 19,999
07 $20,000 to 29,999
08 $30,000 to 39,999
09 $40,000 to 49,999
10 $50,000 to 59,999
11 $60,000 to 69,999
12 $70,000 to 79,999
13 $80,000 to 89,999
14 $90,000 to 99,999
15 $100,000 or more

Entity Uses: Student

064 **Poverty Status**--An indication of inadequate financial condition of an individual's family, as determined by family income, number of family members/dependents, participation in public assistance programs, and/or other characteristics considered relevant by federal, state, and local policy.

Entity Uses: Student

065 **Family Public Assistance Status**--An indication of the type of public assistance received by an individual's household from a welfare agency, whether local, state, federal, or private.

01 Aid for Dependent Children (AFDC)--A state income maintenance program with matching federal funds administered by the county that provides basic financial assistance for pregnant women and families in addition to children who are deprived of support or care due to the death, incapacity, unemployment or continued absence of one or both parents/guardians.

02 Food stamps--A federally-sponsored program administered by the county with the objective of improving the diets of individuals in low-income households by increasing their food purchasing ability. Households receive a coupon allotment that may be used in participating stores to buy food for human consumption and garden seeds and plants to produce food for personal consumption.

03 Women, Infants and Children (WIC) programs--A federally-funded program that provides monthly food supplements and nutrition education for low-income pregnant and postpartum mothers, infants, and children who are in poor health or at health risk because of poor diets.

99 Other

Entity Uses: Student

066 **Relationship to Student**--The nature of an individual's relationship to a student.

01 Aunt
02 Brother, half
03 Brother, natural/adoptive
04 Brother, step
05 Cousin
06 Daughter
07 Father, foster
08 Father, natural/adoptive
09 Father, step
10 Friend
11 Grandfather
12 Grandmother
13 Husband
14 Guardian
15 Mother, foster
16 Mother, natural/adoptive
17 Mother, step
18 Nephew
19 Niece
20 Significant other
21 Sister, half
22 Sister, natural/adoptive
23 Sister, step
24 Son
25 Uncle
26 Ward
27 Wife
98 None
99 Other

Entity Uses: Parent/Guardian
Sibling(s) or Other School-Age Children Living in Student's Household
Responsible Adult of Student's Household
Other Adult Living in Student's Household
Sponsor
Emergency Contact

067 **Life Status**--The condition of being living or deceased.

01 Deceased
02 Living

Entity Uses: Parent/Guardian

068 **School/Local Education Agency Status**--An indication as to whether an individual (e.g., a sibling) is enrolled in the same school or local education agency as another specified student.

01 Enrolled in the same school or local education agency
02 Enrolled in a different school or local education agency
03 Not enrolled in any school or local education agency

Entity Uses: Sibling(s) or Other School-Age Children Living in Student's Household

069 **Occupation**--The vocation chosen by an individual.

(Note: A list of occupational groups and their codes can be found in Appendix J.)

Entity Uses: Parent/Guardian

070 **Employment Status**--The category which most clearly reflects the nature and degree of an individual's participation in the work force.

01 Disabled, not looking for work--An individual who is out of work due to short- or long-term disability and is not actively seeking employment.

02 Full-time--An individual is employed on a basis that is considered to be full employment (usually at least 35 hours per week).

03 In school--An individual is precluded from holding a job because of responsibilities of being a full-time student.

04 Part-time--An individual is employed on a basis that is less than full-time (usually less than 35 hours per week).

05 Unemployed, looking for work--An individual who is without work but is actively seeking employment.

06 Not employed, not looking for work--An individual who is not employed and is not actively seeking employment.

07 Retired--An individual who no longer actively holds a position in the work force because of advancing age or length of service.

08 Volunteer--An individual has assumed regular responsibilities for which he or she is not compensated with pay (e.g., church volunteer and community worker).

99 Other

Entity Uses: Parent/Guardian

071 **Employer Type**--An indication of the general nature of the major employment of an individual.

01 Government--A federal, regional, state or local government agency.

02 Military--A branch of the armed forces.

03 Private organization--A non-governmental organization.

04 Self-employed--Earning income directly from one's own business, trade, or profession rather than as an employee of another individual or organization.

99 Other

Entity Uses: Parent/Guardian

072 **Highest Level of Education Completed**--The extent of formal instruction an individual has received (i.e., the highest grade in school or its equivalent or the highest degree received).

01 No school completed
02 Nursery school
03 Kindergarten
04 1st, 2nd, 3rd, or 4th grade
05 5th, 6th, 7th, or 8th grade
06 9th grade
07 10th grade
08 11th grade
09 12th grade, no diploma
10 High school graduate--high school diploma or the equivalent (e.g., GED or recognized homeschool)
11 Post graduate (Grade 13)
12 Formal award, certificate or diploma (less than one year)
13 Formal award, certificate or diploma (more than or equal to one year)
14 Some college but no degree
15 Associate's degree (two years or more)
16 Bachelor's (Baccalaureate) degree (e.g., B.A., A.B., B.S.)
17 First professional degree (e.g., D.C. or D.C.M., D.D.S. or D.M.D., M.D., O.D., D.O., D.Phar., Pod.D. or D. P., D.V.M., L.L.B. or J.D., M.Div., M.H.L., B.D., or Ordination)
18 Master's degree (e.g., M.A., M.S., M.Eng, M.Ed, M.S.W., M.B.A.)
19 Specialist's degree (e.g., Ed.S)
20 Doctoral (Doctors) degree (e.g., Ph.D, Ed.D)
99 Other

Entity Uses: Parent/Guardian

B. ENROLLMENT

Enrollment is a broad category that includes data about a student's entrance or reentrance into the institution in which he or she receives instruction (including instruction in school or by correspondence), about his or her membership (including attendance, absence, tardiness, and early departure), and about his or her exit from school (including transfer, withdrawal, and death).

Entity Uses: School
Local Administrative Unit (LAU)
Student

School Information--The identification of the school(s), educational institution(s), and corresponding agencies that a student previously attended, currently attends, concurrently attends, or is transferring to attend.

073 **Enrollment Status**--An indication as to whether a student's name was, is, or will be officially registered on the roll of a school or schools.

01 Previously enrolled--A student was enrolled in a school at an earlier time but has since withdrawn.

02 Currently enrolled--A student is enrolled in a school at the present time.

03 Concurrently enrolled--An arrangement whereby a student is enrolled in and regularly attends two separate schools which share direction and control of his or her studies.

04 Transferring (will enroll)--An arrangement whereby a student has made plans to change his or her enrollment from one school to another.

Entity Uses: School

012 **Name of Institution**--See Section A.

Entity Uses: School
Local Administrative Unit (LAU)

037 **Street Number/Name**--See Section A.

Entity Uses: School
Local Administrative Unit (LAU)

038 **Apartment/Room/Suite Number**--See Section A.

Entity Uses: School
Local Administrative Unit (LAU)

039 **City**--See Section A.

Entity Uses: School
Local Administrative Unit (LAU)

040 **County**--See Section A.

Entity Uses: School
Local Administrative Unit (LAU)

041 **State**--See Section A.

Entity Uses: School
Local Administrative Unit (LAU)

042 **Zip Code**--See Section A.

Entity Uses: School
Local Administrative Unit (LAU)

043 **Country**--See Section A.

Entity Uses: School
Local Administrative Unit (LAU)

046 **Telephone Status**--See Section A.

Entity Uses: School
Local Administrative Unit (LAU)

047 **Telephone Number**--See Section A.

Entity Uses: School
Local Administrative Unit (LAU)

048 **Facsimile (FAX) Number**--See Section A.

Entity Uses: School
Local Administrative Unit (LAU)

049 **Electronic Mail Address**--See Section A.

Entity Uses: School
Local Administrative Unit (LAU)

050 **Electronic Mail System**--See Section A.

Entity Uses: School
Local Administrative Unit (LAU)

051 **Electronic Mail Carrier Contact**--See Section A.

Entity Uses: School
Local Administrative Unit (LAU)

013 **Identification Number**--See Section A.

Entity Uses: School
Local Administrative Unit (LAU)

014 **Identification System**--See Section A.

Entity Uses: School
Local Administrative Unit (LAU)

074 **Lowest Grade Level**--The lowest instructional level offered by an educational institution.

Entity Uses: School

075 **Highest Grade Level**--The highest instructional level offered by an educational institution.

Entity Uses: School

076 **School Administration**--The type of educational institution as classified by its administrative authority, establishment, and operation.

01 Correction or juvenile detention facility--A facility where individuals are placed when mandated by a judicial proceeding, including short-term detention facilities that are community-based or residential.

02 Federally-mandated school--An educational institution that is sponsored, operated, or under the direction or auspices of the federal government (e.g., the Bureau of Indian Affairs Schools).

03 Home school--An educational environment in which a student receives instruction offered in a home, as regulated by state law, for reasons other than health.

04 Hospital--An institution where the sick and injured receive medical, health, surgical, and emergency care. Instructional programs may provide classroom or tutorial sessions for hospitalized students who are unable to attend regular or special day classes because of non-contagious medical conditions, physical disabilities, or emotional problems.

05 Private, non-religiously-affiliated school--An educational institution that is operated by a non-governmental, non-religious group or organization.

06 Private, religiously-affiliated school--An educational institution that is affiliated with and operated by a non-governmental, religious group or organization.

07 Public school--An institution which provides educational services and: 1) has one or more grade groups (prekindergarten through grade 12) or is ungraded; 2) has one or more teachers to give instruction; 3) is located in one or more buildings; 4) has an assigned administrator(s); 5) receives public funds as primary support; and 6) is operated by a local education agency.

08 Refugee camp--A facility that serves as temporary shelter for individuals who have fled their native countries but may or may not have been granted legal entry into another country.

09 State-operated school--An educational institution that is administered directly by a state agency.

10 State-supported school--An educational institution that is operated under contract or other arrangement with a State agency.

99 Other

Entity Uses: School

077 **School Type**--The type of educational institution as classified by its focus.

01 Regular--A school providing instruction and educational services that do not focus primarily on special, vocational/technical, alternative education, or on any of the particular themes associated with magnet/special program emphasis schools.

02 Alternative--A school that: 1) addresses needs of students which cannot typically be met in a regular school; 2) provides nontraditional education; 3) serves as an adjunct to a regular school; and 4) falls outside of the categories of regular, magnet/special program emphasis, special, or vocational/technical education.

03 Magnet/special program emphasis--A school within the public education system that has been designed: 1) to attract students of different racial/ethnic backgrounds for the purpose of reducing, preventing, or eliminating racial isolation; and/or 2) to provide an academic or social focus on a particular theme (e.g., science/math, performing arts, gifted/talented, or foreign language).

04 Montessori--A school that places primary emphasis on use of the Montessori method of educating young children. This method focuses on training of the senses and guidance rather than rigid control of the child's activity so as to encourage self-education.

05 Special education--A school that adapts the curriculum, materials, or instruction for students identified as needing special education. This may include instruction for students with any of the following: autism, deaf-blindness, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, serious emotional disturbance, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, and other health impairments.

06 Vocational/technical--A school that focuses primarily on providing formal preparation for semi-skilled, skilled, technical or professional occupations for high school-aged students who have opted to develop or expand their employment opportunities, often in lieu of preparing for college entry.

99 Other

Entity Uses: School

Entrance Information--Information concerning the entrance or re-entrance of a student into a school or other educational institution. This includes a description of the status of a student when he or she is admitted to an institution and a classification of his or her entry.

078 **Admission Date**--The month, day, and year on which a student is admitted to a school or an educational institution.

Entity Uses: Student

079 **Admission Status**--The status given to a student when he or she is admitted to a school or an educational institution.

01 Regular student--A student who meets all of the regular admission requirements of a school or an educational institution.

02 Probationary student (academic)--A student who does not meet all of the prerequisites for status as a regular student because of academic reasons (e.g., the student may have failed to achieve prescribed academic levels or meet accepted standardized test scores).

03 Probationary student (attendance)--A student who does not meet all of the prerequisites for status as a regular student because of attendance reasons (e.g., the student has failed to comply with prescribed school attendance standards).

04 Probationary student (behavioral)--A student who does not meet all of the prerequisites for status as a regular student because of behavioral reasons (e.g., the student has failed to comply with prescribed behavioral standards).

05 Probationary student (other)--A student who does not meet all of the prerequisites for status as a regular student because of reasons other than academic, attendance, or behavioral (e.g., the student has failed to provide necessary documentation of immunization records).

06 Exchange student--A student from a country outside of the United States or its outlying areas who is temporarily enrolled in classes or a course of study at a school or educational institution in the United States.

07 Guest student--A student attending a school or educational institution on a full-time basis other than the school of his or her regular enrollment.

99 Other

Entity Uses: Student

080 **Entry Date**--The month, day, and year on which a student enters and begins to receive instructional services in a school or an educational institution during a given session.

Entity Uses: Student

081 **Cohort Year**--The school year in which the student entered the baseline group used for computing completion rates (e.g., high school, program).

Entity Uses: Student

082 **Entry Type**--The process by which a student enters a school during a given academic session.

01 Transfer from a public school in the same local education agency--A student who transfers from a public school that is located within the administrative boundaries of the same local education agency.

02 Transfer from a public school in a different local education agency in the same state--A student who transfers from a public school that is not located within the administrative boundaries of the same local education agency but is in the same state.

03 Transfer from a public school in a different state--A student who transfers from a public school that is located in another state or from a United States overseas dependents school.

04 Transfer from a private, non-religiously-affiliated school in the same local education agency--A student who transfers from a private school (operated by a non-governmental, non-religious group or organization) that is located within the administrative boundaries of the same local education agency, including hospital teaching programs.

05 Transfer from a private, non-religiously-affiliated school in a different local education agency in the same state--A student who transfers from a private school (operated by a non-governmental, non-religious group or organization) that is not located within the administrative boundaries of the same local education agency but is in same state, including hospital teaching programs.

06 Transfer from a private, non-religiously-affiliated school in a different state--A student who transfers from a private school (operated by a non-governmental, non-religious group or organization) that is located in another state, including hospital teaching programs.

07 Transfer from a private, religiously-affiliated school in the same local education agency--A student who transfers from a private school (affiliated with and operated by a non-governmental, religious group or organization) that is located within the administrative boundaries of the same local education agency, including hospital teaching programs.

08 Transfer from a private, religiously-affiliated school in a different local education agency in the same state--A student who transfers from a private school (affiliated with and operated by a non-governmental, religious group or organization) that is not located within the administrative boundaries of the same local education agency but is in the same state, including hospital teaching programs.

09 Transfer from a private, religiously-affiliated school in a different state--A student who transfers from a private school (affiliated with and operated by a non-governmental, religious group or organization) that is located in another state, including hospital teaching programs.

10 Transfer from a school outside of the country--A student who transfers from a school outside of the country that is not a United States overseas dependents school (including private and public school systems).

11 Transfer from an institution--A student who transfers from an institution which has an educational program. This includes mental health institutions, correctional institutions, juvenile service agencies, care shelters, and detention facilities.

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12 Transfer from home schooling--A student who transfers from a period of receiving instruction in a home environment (chosen for reasons other than health).

13 Matriculation from another school--A student who enters a school after successful completion and promotion from the highest instructional level of another school to enter the next higher level.

14 Re-entry from the same school with no interruption of schooling--A student who had previously entered any class in a school and then continues his or her membership in the same school from one term to the next because of a promotion or demotion, or who transfers from one homeroom or class to another during a regular school session.

15 Re-entry after a voluntary withdrawal--A student who had previously entered any class in a school and then re-enters the same school after he or she has left school for voluntary reasons (e.g., prolonged illness, temporary disability, or dropping out) during a regular school session.

16 Re-entry after an involuntary withdrawal--A student who had previously entered any class in a school and then re-enters the same school after he or she has left school for involuntary reasons (e.g., expulsion) during a regular school session.

17 Original entry into a United States school--A student already residing in the United States enters a school for the first time in the United States or an extra-state jurisdiction.

18 Original entry into a United States school from a foreign country with no interruption in schooling--A student who has recently moved from a foreign country where he or she had been enrolled in school and enters a school in the United States or an extra-state jurisdiction for the first time.

19 Original entry into a United States school from a foreign country with an interruption in schooling--A student who has recently moved from a foreign country where he or she had not been enrolled in school and enters a school in the United States or an extra-state jurisdiction for the first time.

99 Other

Entity Uses: Student

083 **Entry Level**--The grade level or primary instructional level at which a student enters and receives services in a school or an educational institution during a given academic session.

01 Ungraded
02 Early childhood education and care
03 Prekindergarten
04 Kindergarten
05 Grade 1
06 Grade 2
07 Grade 3
08 Grade 4
09 Grade 5
10 Grade 6

11 Grade 7
12 Grade 8
13 Grade 9
14 Grade 10
15 Grade 11
16 Grade 12
17 Post Graduate (Grade 13)

Entity Uses: Student

084 **Full-Time/Part-Time Status**--The status given to a student in relation to the course load that he or she is carrying.

01 Full-time student--A student who is carrying a full course load as determined by the state, local education agency, or educational institution.

02 Part-time student--A student who is carrying less than a full course load as determined by the state, local education agency, or educational institution.

Entity Uses: Student

085 **Day/Evening Status**--The status of a student in relation to the time of day that he or she attends the majority of his or her classes, as defined by the educational institution.

01 Day student--A student who attends his or her classes during the daytime hours in the morning and afternoon.

02 Morning student--A student who attends his or her classes during the morning hours.

03 Afternoon student--A student who attends his or her classes during the afternoon hours.

04 Evening student--A student who attends his or her classes during the evening hours.

99 Other

Entity Uses: Student

086 **Boarding Status**--The status of a student in relation to campus housing during the school year.

01 Seven (7) days per week
02 Five (5) days per week
03 Intermittent
04 Not boarding
99 Other

Entity Uses: Student

Tuition And Fee Information--Information concerning situations in which the receipt of a payment is required for instruction, services, privileges, or the use of equipment, books, or other goods.

087 **Tuition Amount**--Payments, charged on a per-term or annual basis, required of a student for instructional services in a program of study.

Entity Uses: Student

088 **Fee Amount**--Charges required of a student for items not covered by tuition for a specified time period while in attendance. These may include charges for the use of the school's instructional equipment and supplies or for student activities and privileges.

Entity Uses: Student

089 **Boarding Expense Amount**--The costs of room, board, and meals required of a student while he or she is attending a boarding school.

Entity Uses: Student

090 **Books, Equipment, and Supplies Amount**--The costs of necessary personal items such as books, equipment, and supplies required of a student but not covered by tuition and fees.

Entity Uses: Student

091 **Miscellaneous Item Amount**--The costs of other reasonable expenses such as transportation, medical, health and professional services necessary to enable a student to pursue a program of study at an educational institution.

Entity Uses: Student

092 **Total Cost of Education to Student**--The total amount of expenditures required of a student to receive instructional services from an educational institution.

Entity Uses: Student

093 **Tuition Status**--Information indicating the extent of tuition payment required of a student.

01 Full-tuition student--A student who is required to pay for the total amount of tuition and fees for his or her education.

02 Non-tuition student--A student who is not required to pay for tuition and fees for his or her education.

03 Partial-tuition student--A student who is required to pay for part of the total amount of the tuition and fees for his or her education.

Entity Uses: Student

094 **Payment Source**--The individual or organization responsible for paying the expenses for the student's education.

01 Resident school or school district

02 Another school within the local education agency
03 Another school or school district within the state but outside the local education agency
04 A school or school district outside the state
05 A state agency
06 A federal agency
07 The student or his or her family
08 Parent/guardian's employer
09 Other financial assistance provider
99 Other

Entity Uses: Student

Financial Assistance--The monetary support in form of scholarships, grants, prizes, or awards received by a student from a source other than his or her parent/guardian, spouse, or own resources to help meet the student's educational expenses.

095 **Financial Assistance Qualifier**--The condition for which financial assistance is awarded to a student.

01 Need-based assistance--Funds awarded to a student based on his or her demonstrated financial needs.

02 Non-need based assistance--Funds awarded, regardless of a student's financial status, in recognition of his or her special abilities, talents, interests, or participation in certain programs.

Entity Uses: Student

096 **Financial Assistance Type**--A designation of the specific category of financial assistance awarded to a student.

01 Assistantship--A type of financial aid in which a student is provided work (e.g., counseling in a residence hall, assisting a faculty member with research, or typing in an administrative office) for a prescribed amount of time in exchange for wages and/or reduced or waived tuition (or other expenses).

02 Grant/Scholarship--A type of financial aid that does not require repayment or employment and is usually (but not always) awarded on the basis of need or due to specific skills or characteristics the student possesses.

03 Loan--A type of financial aid that advances funds and is evidenced by a promissory note requiring the recipient to repay the specified amount under prescribed conditions.

04 Work-study--A type of financial aid that provides partial reimbursement of wages paid to a student.

05 Other tuition waiver/remittance--Any other type of financial aid in which the student is excused from paying tuition, pays a discounted tuition, or receives compensation to defray educational expenses.

99 Other

Entity Uses: Student

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097 **Financial Assistance Descriptive Title**--The title (or description) of a financial assistance program (e.g., the name of a scholarship).

Entity Uses: Student

098 **Financial Assistance Source**--The funding source of financial assistance awarded to a student for his or her education.

01 Resident school or school district
02 Another school within the local education agency
03 Another school or school district within the state but outside the local education agency
04 A school or school district outside the state
05 A state agency
06 A federal agency
07 A foundation or charitable organization
08 A parish, diocese, or other religious group
09 Parent/guardian's employer
99 Other

Entity Uses: Student

099 **Financial Assistance Amount**--The dollar value of financial assistance received by, or made available to, a student under the financial assistance program.

Entity Uses: Student

Membership Information--Information indicating the period of time a student's name is on the current roll of a class or school while the school is in session regardless of his or her presence or absence. A student is a member of a class or school from the date he or she enters until his or her name is withdrawn from the rolls (or after a pre-set number of consecutive days of absence based on state or local laws or regulations). During this period, the student is either present or absent on each day or half day during which school is in session.

100 ***Number of Days of Membership**--The number of days a student is present plus the number of days absent when school is in session during a given reporting period.

Entity Uses: Student

*Constituent data elements used to compute this aggregate or derived data element can be found in the "Notes" column of the application table in Chapter 4.

Attendance Information--Information concerning a student's presence, absence, and tardiness in a class or school. Attendance is the presence of a student on days when school is in session.

101 **Daily Attendance Status**--The status of a student's attendance during a given day while school is in session.

01 In attendance/present--A student is present at school or is attending a school activity off campus which is sponsored by the school, is a part of the program of the school, and is personally supervised by one or more members of the school staff. This may include authorized independent

study, work study programs, field trips, athletic contests, music festivals, student conventions, instruction for homebound students, and similar activities officially authorized under policies of the local school board. It does not include "making up" schoolwork at home or activities supervised or sponsored by private individuals or groups.

02 Excused absence--A student is not present at school or at a school-endorsed or sponsored activity, but is temporarily excused from attendance because he or she: 1) is ill and attendance in school would endanger his or her health or the health of others and; 2) has an immediate family member who is seriously ill or has died; 3) is observing a recognized religious holiday of his or her faith; or 4) is otherwise excused from school in accordance with board policies.

03 Unexcused absence--A student is not present at school or at a school-endorsed or sponsored activity without acceptable cause, parental knowledge, or authorization from the school administrator or his or her agent.

04 Tardy--A student is absent at the time a given class and/or half day of attendance begins but is present before the close of that class or half day. If a student is counted as absent but attends classes later in the school day, the absence may be changed to tardy.

05 Early departure--A student leaves school before the official close of the school's daily session. Reasons may include a special activity for curricular enrichment, doctor's appointment, and family emergency. Excused and unexcused early departures may be distinguished by state, local, and school regulations. When officially approved on a regular basis, early departures immediately prior to the close of the session are considered to be released time.

Entity Uses: Student

102 **Class Attendance Status**--The status of a student's attendance at each class period while school is in session.

01 In attendance/present--A student is present at a class or is attending a class activity off campus which is sponsored by the school, is a part of the program of the school, and is personally supervised by one or more members of the school staff. This may include authorized independent study, work study programs, field trips, athletic contests, music festivals, student conventions, instruction for homebound students, and similar activities officially authorized under policies of the local school board. It does not include "making up" schoolwork at home or activities supervised or sponsored by private individuals or groups.

02 Excused absence--A student is not present at a class or at a school-endorsed or sponsored class activity, but is temporarily excused from attendance because he or she: 1) is ill and attendance in school would endanger his or her health or the health of others and; 2) has an immediate family member who is seriously ill or has died; 3) is observing a recognized religious holiday of his or her faith; or 4) is otherwise excused from school in accordance with board policies.

03 Unexcused absence--A student is not present at a class or at a school-endorsed or sponsored class activity without acceptable cause, parental knowledge, or authorization from the school administrator or his or her agent.

04 Tardy--A student is absent at the time a given class and/or half day of attendance begins but is present before the close of that class or half day. If a student is counted as absent but attends class later in the period, the absence may be changed to tardy.

05 Early departure--A student leaves class before the official close of the session. Reasons may include a special activity for curricular enrichment, doctor's appointment, and family emergency. Excused and unexcused early departures may be distinguished by state, local, and school regulations. When officially approved on a regular basis, early departures immediately prior to the close of the session are considered to be released time.

Entity Uses: Student

103 **Released Time**--The amount of time a school officially and regularly excuses a full-time student for part of a session. This may be for reasons such as need at home, work on special activity, approved employment, high school students taking college courses, religious instruction, and reduced schedule because of physical or emotional condition or doctor's appointments.

Entity Uses: Student

Exit/Withdrawal Information--Information concerning a student who exits or withdraws his or her membership in a class, grade, or school during the regular school term or between regular school terms for known or unknown reasons. Membership usually is terminated after excessive consecutive days of absence other than for prolonged illness, upon the completion of school work, transfer to another school, dropping out/discontinuing school, or death.

104 **Exit/Withdrawal Date**--The month, day, and year of the first day after the date of an individual's last attendance in school (if known), the day on which an individual was graduated, or the date on which it becomes known officially that an individual left school.

Entity Uses: Student

105 **Exit/Withdrawal Status**--An indication as to whether an instance of student exit/withdrawal is considered to be of a permanent or temporary nature.

01 Permanent exit/withdrawal--The student does not expect to return to membership in an educational institution.

02 Temporary exit/withdrawal--The student expects to return to membership in an educational institution.

Entity Uses: Student

106 **Exit/Withdrawal Type**--The circumstances under which the student exited from membership in an educational institution.

01 Transfer to a public school in the same local education agency--A student who transfers to a public school that is located within the administrative boundaries of the same local education agency.

02 Transfer to a public school in a different local education agency in the same state--A student who transfers to a public school that is not located within the administrative boundaries of the same local education agency but is in the same state.

03 Transfer to a public school in a different state--A student who transfers to a public school that is located in another state or to a United States overseas dependents school.

04 Transfer to a private, non-religiously-affiliated school in the same local education agency--A student who transfers to a private school (operated by a non-governmental, non-religious group or organization) that is located within the administrative boundaries of the same local education agency, including hospital teaching programs.

05 Transfer to a private, non-religiously-affiliated school in a different local education agency in the same state--A student who transfers to a private school (operated by a non-governmental, non-religious group or organization) that is not located within the administrative boundaries of the same local education agency but is in same state, including hospital teaching programs.

06 Transfer to a private, non-religiously-affiliated school in a different state--A student who transfers to a private school (operated by a non-governmental, non-religious group or organization) that is located in another state, including hospital teaching programs.

07 Transfer to a private, religiously-affiliated school in the same local education agency--A student who transfers to a private school (affiliated with and operated by a non-governmental, religious group or organization) that is located within the administrative boundaries of the same local education agency, including hospital teaching programs.

08 Transfer to a private, religiously-affiliated school in a different local education agency in the same state--A student who transfers to a private school (affiliated with and operated by a non-governmental, religious group or organization) that is not located within the administrative boundaries of the same local education agency but is in the same state, including hospital teaching programs.

09 Transfer to a private, religiously-affiliated school in a different state--A student who transfers to a private school (affiliated with and operated by a non-governmental, religious group or organization) that is located in another state, including hospital teaching programs.

10 Transfer to a school outside of the country--A student who transfers to a school outside the country that is not a United States overseas dependents school (includes private and public school systems).

11 Transfer to an institution--A student who transfers to an institution that has an educational program. This includes mental health institutions, correctional institutions, juvenile service agencies, care shelters, and detention facilities.

12 Transfer to home schooling--A student who transfers to a period of instruction in a home environment for reasons other than health.

13 Matriculation to another school--A student who enters another school after successful completion and promotion from the highest instructional level of the current school to the next higher level.

14 Graduated with regular diploma--A student who has received a regular high school diploma upon completion of state and local requirements for both coursework and assessment.

15 Graduated with other diploma--A student who has received a high school diploma from a program other than the regular school program.

16 Graduated with other credentials--A student who has received a certificate of completion or attendance in lieu of a high school diploma.

17 Death--A student whose membership is terminated because he or she died during or between regular school sessions.

18 Illness--A student who left school for an indefinite period of time because of a physical, school-approved illness.

19 Expulsion--A student who left school involuntarily due to an expulsion approved by appropriate school authorities.

20 Reached maximum age for services--A student who left school because he or she has reached the maximum age to receive instructional services allowed by federal, state, or local laws.

21 Discontinued schooling--A student who stops attending school for reasons and a specified length of time considered by the state or district to constitute "dropping out."

97 Reason unknown

99 Other

Entity Uses: Student

107 **Death Date**--The month, day, and year of an individual's death.

Entity Uses: Student

108 **Death Cause**--The official cause of an individual's death.

Entity Uses: Student

109 **Illness Type**--A description of the specific illness or ailment which causes a student to leave school.

(Note: A list of medical classifications, procedures, and their codes can be found in Appendix K.)

Entity Uses: Student

110 **Expulsion Cause**--The documented reason for expulsion.

Entity Uses: Student

111 **Expulsion Return Date**--The month, day, and year on which a student is allowed to return to school after an expulsion, as approved by appropriate school authorities.

Entity Uses: Student

112 **Discontinuing Schooling Reason**--The primary reason for which a student discontinued schooling or left school before graduation or matriculation.

01 Academic difficulty--The student left school voluntarily or involuntarily because of problems in academic work.

02 Behavioral difficulty--The student left school voluntarily or involuntarily because of problems in behaviors.

03 Dislike of school experience--The student left school because of an active dislike of one or more aspects of his or her school experiences other than those of an academic or behavioral nature.

04 Economic reasons--The student left school because of economic reasons such as inability to pay school expenses and inability of parents to provide suitable clothing.

05 Employment--The student left school to seek or accept employment, including employment required to support a parent/guardian or other dependents.

06 Entered criminal justice system--The student left school because he or she is above the mandatory schooling age and has been ordered to enter the criminal justice system.

07 Failed required test--The student left school because he or she failed a required state or local test. An example would be a test required for graduation from high school.

08 Lack of appropriate curriculum--The student left school because he or she perceived that the curriculum provided in that school was not appropriate for his or her needs.

09 Lack of childcare--The student left school because he or she could not find appropriate childcare for a dependent.

10 Lack of transportation--The student left school because he or she could not find acceptable transportation to or from school or school activities for either him- or herself or his or her dependent.

11 Language difficulty--The student left school because he or she experienced difficulty with the language used in the school.

12 Marriage--The student left school because of marriage and did not plan to return to school.

13 Military--The student left school because he or she joined the armed forces.

14 Needed at home--The student left school because he or she was needed to help with work at home including work on a family farm.

15 Parent/guardian influence--The student left school because of parental encouragement to do so.

16 Poor relationships with fellow students--The student left school because he or she experienced problems with fellow students or peers.

17 Poor student-staff relationships--The student left school because he or she experienced problems with teachers or other school staff.

18 Pregnancy--The student left school because of pregnancy and did not plan to return to school.

19 Religion--The student left school because of religious convictions.

20 Substance abuse--The student left school because of substance abuse and/or its consequences.

97 Reason unknown

99 Other

Entity Uses: Student

113 **Compulsory Attendance Status at Time of Discontinuing School**--Information about a student at the time of discontinuing school, recorded in accordance with state or local laws and regulations for compulsory school attendance. This may include information about the student's age, his or her progress, the distance from his or her residence to the school or school bus route, economic needs of his or her family, and employment status as it relates to his or her attendance status.

Entity Uses: Student

114 **Residence After Exiting/Withdrawing From School**--The residence of the student immediately after exiting/withdrawing from school.

01 Armed services--The student entered the armed services and resides in housing provided or subsidized by the military.

02 New residence of family--The student moved with his or her family to a new residence.

03 New residence of student--The student moved without his or her family to a new residence.

04 No record of residence--There is no record of the student's residence after exiting/withdrawing from school.

05 Non-educational institution--The student entered a non-educational institution. This includes any hospital, sanatorium, convalescent home, orphanage, corrective institution, or other residential institution where a school program is not in operation.

06 Same residence--The former student remained at the same residence after exiting/withdrawing from school.

99 Other

Entity Uses: Student

115 **Information Source**--The individual or agency providing information about a student.

Entity Uses: Student

Non-Entrance Information--Information recorded under this heading concerns individuals residing in the local education agency boundaries who: 1) are of compulsory school attendance age or are of school census age (if these limits are greater); and 2) have not entered any public school during the current regular school session and are not classified as discontinuers or dropouts.

116 **Reason for Non-Entrance in Local Elementary or Secondary School**--The explanation as to why an individual of compulsory school attendance age or of school census age: 1) has never entered school; 2) has not completed his or her high school work in an approved manner at the close of the preceding regular school term; or 3) was not for some other reason in school membership at the close of the preceding term or did not enter any local elementary or secondary school for the current regular school term.

01 Chose not to accept services--The individual or his or her parent/guardian has decided that he or she should not participate in the educational services offered.

02 Distance from residence to school--The residence of the individual is an excessive distance from any suitable school or school bus route.

03 Home schooling--The individual is receiving educational services offered in a home environment for reasons other than health.

04 Receiving instruction elsewhere--The individual is receiving instruction in a setting other than a local public school (e.g., instruction in a private school or a public school outside the local education agency).

05 Religious reason--The individual or his or her parent/guardian has religious convictions that prohibit participation in the educational program of the school or education agency, and the individual is not receiving approved instruction elsewhere.

99 Other

Entity Uses: Student

C. SCHOOL PARTICIPATION AND ACTIVITIES

Information recorded under this section concerns all aspects of a student's activities in school, including classes the student takes and their outcomes.

Entity Uses: School
Counselor
Homeroom Monitor
Class
Teacher
Student

Session Information--Included in this section is information about the type and length of a session for which class and performance information are recorded.

117 **Session Type**--A prescribed span of time when an education institution is open, instruction is provided, and students are under the direction and guidance of teachers and/or education institution administration. A session may be interrupted by one or more vacations.

01 Full year--A regular school term consisting of no major subdivision of time segments. It usually begins in the late summer or early fall and ends in late spring or early summer (e.g., elementary school).

02 Semester--One of two equal segments into which a school year is divided.

03 Trimester--One of three equal segments into which a school year is divided.

04 Quarter--One of four equal segments into which a school year is divided.

05 Quinmester--One of five equal segments into which a school year is divided.

06 Mini-term--A school term which is shorter than a regular session.

07 Summer term--A school term which takes place in the summer between two regular school terms.

08 Intersession--A short session which occurs between longer sessions.

09 Long session--A session that is longer than a semester but shorter than a full year.

10 Twelve month--An educational program that operates throughout the year.

99 Other

Entity Uses: School

118 **Session Beginning Date**--The month, day, and year on which a session begins.

Entity Uses: School

119 **Session Ending Date**--The month, day, and year on which a session ends.

Entity Uses: School

120 **Total Days in Session**--The total number of days in a given session. Also included are days on which the education institution facility is closed and the student body as a whole is engaged in planned activities off-campus under the guidance and direction of staff members.

Entity Uses: School

011 **Name of Individual**--See Section A.

Entity Uses: Counselor
Homeroom Monitor
Teacher

013 **Identification Number**--See Section A.

Entity Uses: Counselor
Homeroom Monitor
Class
Teacher

014 **Identification System**--See Section A.

Entity Uses: Counselor
Homeroom Monitor
Class
Teacher

Course Information--Information about the organization of subject matter and related learning experiences provided for the instruction of students on a regular or systematic basis, usually for a predetermined period of time (e.g., a semester or two-week workshop).

121 **Organization**--The structure in which class instruction is arranged.

01 Departmentalized--A type of instructional organization in which teachers specialize in one or two subject matter areas and provide instruction in those areas to several classes. Under this arrangement students or teachers move between locations of instruction for different classes during a school day.

02 Non-departmentalized/self-contained--A type of instructional organization in which one or more teachers are responsible for a class all or most of the day. Under this arrangement the designation of a grade level is often substituted for class titles.

Entity Uses: Class

122 **Subject Matter Area or Department**--A classification of related subjects or units of subject matter.

01 Agriculture and renewable resources
02 Business
03 Computer and information sciences
04 Construction trades
05 Consumer and homemaker education
06 Cosmetology
07 Drafting
08 Elective activities
09 Energy, power, and transportation technologies
10 English language and literature
11 Fine and performing arts--dance
12 Fine and performing arts--drama
13 Fine and performing arts--music
14 Fine and performing arts--visual art
15 Foreign language and literature
16 Graphic and printing communication
17 Health care sciences
18 Industrial/technology education
19 Life and physical sciences
20 Marketing
21 Mass communication
22 Mathematics
23 Military science
24 Multi/interdisciplinary studies
25 Physical education
26 Precision metalwork
27 Public administration and social services
28 Social sciences and history
29 Special/exceptional education
30 Vocational home economics
99 Other

Entity Uses: Class

123 **Instructional Level**--An indication of the general nature and difficulty of instruction provided throughout a course.

01 Remedial--A course offered for the improvement of any particular deficiency, including a deficiency in content previously taught but not learned.

02 Special education--A course that adapts the curriculum, materials, or instruction for students identified as needing special education. This may include instruction for students with any of the following: autism, deaf-blindness, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, serious emotional disturbance, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, and other health impairments.

03 Basic--A course focusing primarily on skills development, including literacy in language, mathematics, life and physical sciences, and social sciences and history.

04 General--A course providing instruction (in a given subject matter area) that focuses primarily on general concepts for the appropriate grade level.

05 Honors--An advanced level course designed for students who have earned honors status according to educational requirements.

06 Advanced Placement--An advanced, college-level course designed for students who achieve a specified level of academic performance. Upon successful completion of the course and a standardized Advanced Placement examination, a student may receive college credit.

07 Gifted and talented--An advanced level course designed primarily for elementary students who have qualified for and enrolled in a school, educational institution, or district gifted and talented program.

08 College level--A course, often taken at or in conjunction with a postsecondary institution, which contains instruction equivalent to a college-level course and for which a student may get college credit(s).

09 Untracked--A course that is not limited to one level of instruction so as to meet the needs of student groups at a variety of educational levels.

99 Other

Entity Uses: Class

124 **Descriptive Title**--In departmentalized organization, this heading refers to the term by which a course is identified (e.g., American History, English III). In non-departmentalized organization (i.e., a self-contained course), it refers to any portion of the instruction for which a grade or report is assigned (e.g., reading, composition, spelling, and language arts).

Entity Uses: Class

125 **Period**--An indication of the portion of a typical daily session in which students receive instruction in a specified subject (e.g., morning or sixth period).

Entity Uses: Class

126 **Time Element**--The number of clock hours required for class completion. This figure is especially important for occupational or vocational classes and may represent the clock hour requirement of the class, the number of minutes (or clock hours) of class time per week, and/or the number of equivalent weeks the class typically meets.

Entity Uses: Class

127 **Principal Medium of Instruction**--The principal medium by which the student receives instructional communication from his or her teacher(s).

01 Computer-based--Instruction facilitated by a computer using self-contained educational software with which learners interact.

02 Correspondence--Instruction which provides for the systematic exchange of materials between teacher and student by mail.

03 Direct student-teacher interaction--Instruction by one or more teachers physically present, i.e., by a single teacher or by a team of two or more teachers.

04 Directed self study--Self study, under the guidance of one or more teachers, which includes the use of self-teaching materials.

05 Distance learning--Instruction, not necessarily interactive, transmitted from one location to another using a telecommunications medium (e.g., cable, satellite, phone lines) or a combination of transmission media.

06 Interactive telecommunications--Two-way voice or data exchange between an instructor and student via phone, data lines, or video.

99 Other

Entity Uses: Class

128 **Location of Instruction/Service**--An indication as to whether instruction or service takes place at a location within or outside of the school in which the student is enrolled.

01 In-school
02 Out-of-school

Entity Uses: Class

129 **Location of Instruction/Service Description**--The location at which a student receives instruction or service (e.g., room number, building site, campus designation, or address of a hospital, service center, or community building).

Entity Uses: Class

130 **Credit Type Offered**--The type of credits or units of value awarded for the completion of a course.

01 Carnegie unit--A standard measurement used for secondary education that represents the completion of a course that meets one period per day for one school year.

02 Semester hour credit--A term frequently used to indicate the number of hours of instruction per week (or the equivalent) for a course taken for one semester.

03 Trimester hour credit--A term frequently used to indicate the number of hours of instruction per week (or the equivalent) for a course taken for one trimester.

04 Quarter hour credit--A term frequently used to indicate the number of hours of instruction per week (or the equivalent) for a course taken for one quarter.

05 Quinmester hour credit--A term frequently used to indicate the number of hours of instruction per week (or the equivalent) for a course taken for one quinmester.

06 Mini-term hour credit--A term frequently used to indicate the number of hours of instruction per week (or the equivalent) for a course taken for a mini-term.

07 Summer term hour credit--A term frequently used to indicate the number of hours of instruction per week (or the equivalent) for a course taken for a summer term.

08 Intersession hour credit--A term frequently used to indicate the number of hours of instruction per week (or the equivalent) for a course taken during an intersession.

09 Long session hour credit--A term frequently used to indicate the number of hours of instruction per week (or the equivalent) for a course taken during a long session.

10 Twelve month hour credit--A term frequently used to indicate the number of hours of instruction per week (or the equivalent) for a course taken during a year-round session.

11 No credit--A term frequently used to indicate that a student will not receive credit for a course taken during a school term (e.g., a student is auditing a course).

99 Other

Entity Uses: Class

131 **Number of Credits Attempted**--The number of credits that a student can earn for enrolling in and completing a given course.

Entity Uses: Class

132 **Repeat Identifier**--An indication as to whether a student has previously taken a given course.

01 Repeated, counted in grade point average
02 Repeated, not counted in grade point average
03 Not repeated
99 Other

Entity Uses: Class

133 **Number of Credits Received**--The number of credits a student earned for completing a given course.

Entity Uses: Class

134 **Reporting Means**--The means by which routine information about a student's achievement or progress is communicated to his or her parent/guardian for each grading period.

01 Letter or note--An informal, written letter or note (or facsimile transmission) used by staff members to report information about a student.

02 Parent/guardian conference--A meeting in which a staff member and a student's parent/guardian discuss and evaluate the student's achievement, progress, and instructional program. This conference may take place at the school, in the home, or over the phone. In some instances, the student and/or additional staff members take part in the conference.

03 Report card/evaluation--The formal, written notification to a student's parent/guardian reporting a student's achievement or progress in various aspects of the school or educational institution's instructional program.

99 Other

Entity Uses: Class

135 **Reporting Method**--The method that the instructor of the class uses to report the performance and achievement of all students. It may be a qualitative method such as individualized teacher comments or a quantitative method such as a letter or a numerical grade. In some cases, more than one type of reporting method may be used.

01 Letter grade--Letters such as A, B, C, D, E, and F are given as symbols of performance relative to a predetermined standard or norm. Pluses (+) or minuses (-) may be used with the letter grades to identify ranges within each designation.

02 Number grade--Numbers such as 4.0, 3.0, 2.0, 1.0, and 0 are given as indicators of performance relative to a predetermined standard or norm.

03 Percentage--A grade in the format of a fraction with the denominator equal to 100 and the numerator having a range from 0 to 100 denoting the student's score.

04 Standard words or phrases--Predetermined words or sequences indicating the performance of a student. Words used most frequently include excellent, above average, average, below average, failing, incomplete, and needs improvement.

05 Teacher's comments--Individually tailored phrases, sentences, and paragraphs written by the teacher about a student's performance.

06 Two-word scale--A predetermined scale of dichotomous words such as pass/fail, satisfactory/unsatisfactory, and credit/no credit.

99 Other

Entity Uses: Class

136 **Grade Assigned**--A final indicator of student performance in a class as submitted by the instructor.

Entity Uses: Class

137 **Grade Value Qualifier**--The scale of equivalents, if applicable, for grades awarded as indicators of performance in schoolwork. For example, numerical equivalents for letter grades used in determining a student's Grade Point Average (A=4, B=3, C=2, D=1 in a four-point system) or letter equivalents for percentage grades (90-100% = A, 80-90% = B, etc.).

(Note: A list of "Academic Grade Qualifiers" is available from the Association of American Medical Colleges, 2450 N St., N.W., Washington, DC 20037)

Entity Uses: Class

Grading Period Information--Information about the prescribed span of time that serves as the unit for which student performance is assessed. A grading period may be interrupted by one or more vacations.

138 **Grading Period Beginning Date**--The month, day, and year on which a grading period begins.

Entity Uses: School

139 **Grading Period Ending Date**--The month, day, and year on which a grading period ends.

Entity Uses: School

140 **Total Days in Grading Period**--The total number of days in a given grading period. Also included are days on which the education institution facility is closed and the student body as a whole is engaged in planned activities off-campus under the guidance and direction of staff members.

Entity Uses: School

Performance Information--Information about the performance of a student in courses during a given school grading period, session, school year, or career. *Note: Constituent data elements used to compute those aggregate or derived elements marked with an asterisk can be found in the "Notes" column of the application table in Chapter 4.*

141 ***Credits Attempted: Given Grading Period**--The number of credits a student attempts to earn by taking courses during a given grading period.

Entity Uses: Student

142 ***Credits Attempted: Given Session**--The total number of credits a student attempts to earn by taking courses during a given session.

Entity Uses: Student

143 ***Credits Attempted: Given School Year**--The total number of credits a student attempts to earn by taking courses during a given school year (e.g., 1993-94).

Entity Uses: Student

144 ***Credits Attempted: Cumulative**--The cumulative number of credits a student attempts to earn by taking courses during his or her enrollment in the current school as well as those credits transferred from schools previously enrolled in.

Entity Uses: Student

145 ***Credits Received: Given Grading Period**--The number of credits a student earns by successfully completing courses or examinations during a given grading period.

Entity Uses: Student

146 ***Credits Received: Given Session**--The total number of credits a student earns by successfully completing courses or examinations during a given session.

Entity Uses: Student

147 ***Credits Received: Given School Year**--The total number of credits a student earns by successfully completing courses or examinations during a given school year (e.g., 1993-94).

Entity Uses: Student

148 ***Credits Received: Cumulative**--The cumulative number of credits a student earns by completing courses or examinations during his or her enrollment in the current school as well as those credits transferred from schools previously enrolled in.

Entity Uses: Student

149 ***Grade Points Received: Given Grading Period**--The number of grade points a student earns by successfully completing courses or examinations during a given grading period.

Entity Uses: Student

150 ***Grade Points Received: Given Session**--The total number of grade points a student earns by successfully completing courses or examinations during a given session.

Entity Uses: Student

151 ***Grade Points Received: Given School Year**--The total number of grade points a student earns by successfully completing courses or examinations during a given school year (e.g., 1993-94).

Entity Uses: Student

152 ***Grade Points Received: Cumulative**--The cumulative number of grade points a student earns by successfully completing courses or examinations during his or her enrollment in the current school as well as those transferred from schools previously enrolled in.

Entity Uses: Student

153 ***Grade Point Average (GPA): Given Grading Period**--A measure of average performance in all courses for which grade points are received by a student during a given grading period. This is obtained by dividing the total grade points received by the number of credits attempted for the same grading period.

Entity Uses: Student

154 ***Grade Point Average (GPA): Given Session**--A measure of average performance in all courses taken by a student during a given session. This is obtained by dividing the total grade points received by the number of credits attempted for the same session.

Entity Uses: Student

155 ***Grade Point Average (GPA): Given School Year**--A measure of average performance in all courses taken by a student during a given school year (e.g., 1993-94). This is obtained by dividing the total grade points received by the number of credits attempted for the same school year.

Entity Uses: Student

156 ***Grade Point Average (GPA): Cumulative**--A measure of average performance in all courses taken by a student during his or her school career as determined for record-keeping purposes. This is obtained by dividing the total grade points received by the total number credits attempted. This usually includes grade points received and credits attempted in his or her current school as well as those transferred from schools previously enrolled in.

Entity Uses: Student

Progress and Honor Information--Information about the nature of a student's progress and academic honors received for each school term.

157 **Promotion Type**--The nature of the student's promotion or progress at the end of a given school term.

01 Regular promotion--The practice of promoting a student at a "regular rate" (e.g., one grade per year or one half-grade per semester).

02 Accelerated promotion--The practice of promoting a student at a rate more rapid than one grade per year. This may involve a "double promotion" (progress through two grades in one year) or some other arrangement signifying progress at an advanced rate.

03 Continuous promotion--The practice of promoting a student on the basis of chronological age.

04 Probationary promotion- The practice of promoting a student to the next higher grade on a trial basis in order that his or her progress and adjustment be observed for a period of time. Continuation in the higher grade is contingent upon satisfactory progress and adjustment.

05 Social promotion--The practice of promoting students with their class or completion group whether or not the requisite skills for the next grade level have been obtained.

06 Variable progress--A grouping practice in which individual promotions are based on a number of factors including changes in chronological age, intellectual development and achievement, as well as physical, social, and emotional factors. This involves reconstituting small instructional groupings within a class or larger group at frequent intervals in order to provide for the uniqueness of each student's rate of development and learning.

99 Other

Entity Uses: Student

158 **Non-Promotion Reason**--The primary reason as to why a staff member determined that a student not be promoted (or be demoted).

01 Failed to meet testing requirements--The student has failed to achieve minimum state or local performance requirements on a standardized test for promotion to the next grade level.

02 Illness--The student has not received sufficient instructional time necessary to master the skills and content taught in a grade level due to his or her prolonged illness.

03 Immaturity--The student has not displayed the attitudes, understandings, feelings, and skills (with respect to social relationships and institutions) necessary for appropriate development at the next grade level.

04 Inadequate performance--The student has exhibited unsatisfactory performance of a given skill or mastery of content taught in a given class.

05 Insufficient credits--The student has failed to earn sufficient credit hours to achieve the minimum state or local requirement for promotion to the next grade level.

06 Prolonged absence--The student has not received sufficient instructional time necessary to master the skills and content taught in a class due to an excessive number of absences.

99 Other

Entity Uses: Student

159 **Honors Information**--A designation of the type of academic distinctions earned by or awarded to the student.

01 Honor roll--A list of names published each grading period, term, or year indicating students who have achieved a set standard of performance in their schoolwork. This term is frequently referred to as the "dean's list" or "principal's list."

02 Honor society--An association that receives into membership students who have achieved high scholarship and, frequently, who also fulfill established requirements for distinction in leadership or citizenship.

03 Honorable mention--A list of names published each grading period, term, or year indicating students who have achieved a set standard of performance in their schoolwork (but below the standards of the honor roll).

04 Honors program--A special accelerated educational program for advanced students.

05 Prize awards--Awards and/or medals given to students for excelling in specified subject matter areas (e.g., literature, mathematics, and science).

06 Ranks--Official grades of order and position bestowed upon individuals according to merit in order to maintain a chain of command (especially in a military environment).

07 Scholarships--Awards, usually of money or free/reduced tuition and/or expenses, given to selected students in recognition of their achievement or as encouragement.

99 Other

Entity Uses: Student

Activity Information--Information about a student's participation in cocurricular or extracurricular activities under the sponsorship and/or direction of the school (e.g., student organizations, intramural and interscholastic athletics, publications, band, orchestra, and service activities).

160 **Activity Description**--The title (or description) which identifies a particular cocurricular or extracurricular activity.

Entity Uses: Student

161 **Activity Type**--An indication of the degree that an activity is related to a student's curriculum.

01 Cocurricular Activity--An activity that is related to the current curriculum in which a student is enrolled. This may be any type of school-sponsored activity designed to provide opportunities to participate in experiences on an individual or group basis (at school or public events) for the improvement of skills. The following characteristics apply to cocurricular activities: 1) participation is necessary for meeting class requirements, for credit, or for graduation; 2) sessions are conducted at regular and uniform times during school hours, or may be conducted during authorized non-school hours; 3) programs are directed or supervised by instructional staff in a learning environment similar to that found in classes offered for credit; and 4) services are primarily or totally funded by school-operating funds for general instructional purposes under the direction and control of local education authorities.

02 Extracurricular Activity--Any activity that is not directly related to the student's curriculum (also called "noncurricular" or "supplementary" activities), including all direct and personal services that are planned for student enjoyment and are managed and operated under the guidance of an adult or staff member. The following characteristics apply to extracurricular activities: 1) programs are not offered for credit or required for graduation; 2) sessions are generally conducted during hours other than those established for school, or if partly during school hours, at times agreed upon by the participants with school authority approval; 3) content is determined primarily

by the interests of the students and their parent/guardians with only the guidance of staff members or other adults; and 4) with the possible exception of direct costs of salaries and indirect costs of the use of school facilities, the activity is primarily self-sustaining (i.e., not financed by school-operating or instructional funds), as all other expenses are met by dues, admissions or other student fund-raising events.

Entity Uses: Student

162 **Recognition for Completion of Self-contained Class, Cocurricular, or Extracurricular Activity**--The nature of recognition given the student for the successful completion of work in a self-contained class, cocurricular, or extracurricular activity.

01 Athletic awards
02 Awarding of units of value
03 Citizenship award/recognition
04 Completion of requirement, but no units of value awarded
05 Certificate
06 Honor award
07 Letter of commendation
08 Medals
09 Monogram/Letter
10 Points
11 Promotion or advancement
98 None
99 Other

Entity Uses: Student

D. NON-SCHOOL AND POST-SCHOOL EXPERIENCE

Information included in this section pertains to the activities and work experience of a student outside of his or her school. These activities may or may not be sponsored by the school or under the guidance or supervision of staff members. This section also includes information about training received outside of the school, honors and recognitions granted, offices and positions held by the student, and academic and occupational plans of the student when he or she finishes school.

Entity Uses: Student
Employer
Postsecondary Institution

Non-School Activity Information--Information about participation in non-work activities which are neither sponsored by the school nor under the guidance or supervision of staff members. This may include information about the various offices and positions held by the student including information on travel, hobby, and other special interests and abilities.

163 **Non-School Activity Description**--A description or title of each non-school activity in which a student participates on a regular basis.

Entity Uses: Student

164 **Non-School Activity Beginning Date**--The month, day, and year on which a student begins participating in a non-school activity.

Entity Uses: Student

165 **Non-School Activity Ending Date**--The month, day, and year on which a student ceases participating in the non-school activity.

Entity Uses: Student

166 **Non-School Activity Honors**--A description of honors and awards received by a student as a result of his or her participation in a non-school activity.

Entity Uses: Student

Work Experience--Information about paid or unpaid work performed by a student.

167 **In-School/Post-School Employment Status**--An indication as to an individual's status as a student when employed.

01 In-school--An individual accepts employment while still enrolled in school during a regular term or a vacation period between regular terms.

02 Post-school--An individual accepts employment after graduating, completing his or her program of study, or exiting/withdrawing from school.

Entity Uses: Student

168 **Experience Type**--The nature of an individual's work experience.

01 Cooperative education--A program which combines study and practice provided on an alternating schedule of half-days, full-days, weeks, or other periods of time providing employment for a student with organized on-the-job training and correlated school instruction.

02 Apprenticeship--An organized system which provides an individual with the manipulative skills and technical and/or theoretical knowledge needed for competent performance in skilled occupations. The program often involves cooperation between schools and employers since apprentices learn the skills of their craft through on-the-job work experiences, and the related theoretical information through classroom instruction.

03 Internship--A planned and monitored work experience in which a student has intentional learning goals and reflects actively on what he or she is learning through experience.

04 Court-ordered activity--A service, mandated by judicial authority, for which an individual does not receive payment.

05 School-mandated activity--A service, mandated by the school authority, for which an individual does not receive payment.

06 Voluntary school-related activity--A service performed willingly and without the guarantee of a reward or payment as coordinated and/or supervised by one or more school staff members.

07 Voluntary community-related service--A service performed willingly and without the constraint or guarantee of a reward or payment for the local community outside of the school building.

08 Paid employment--An employment other than cooperative education, apprenticeship, or internship for which an individual receives a wage, salary, fee, commission, or profit.

99 Other

Entity Uses: Student

169 **Work Type**--A description of the work or occupation in which an individual is currently engaged.

(Note: A list of occupational titles and codes can be found in Appendix J).

Entity Uses: Student

170 **Program of Study Relevance**--An indication as to whether the type of work is relevant to a student's current program of study or occupational goal.

01 Relevant--The work experience is pertinent to a student's current program of study or occupational goal.

02 Peripheral--The work experience is not directly related to a student's current program of study or occupational goal.

Entity Uses: Student

171 **Employment Permit Number**--The number of the permit, license or certificate, if required of an individual to hold employment.

Entity Uses: Student

172 **Employment Permit Certifying Organization**--The organization responsible for sanctioning an individual's employment permit.

Entity Uses: Student

173 **Employment Permit Description**--The description of a permit, license, or certificate if required of an individual to hold employment.

Entity Uses: Student

174 **Employment Permit Valid Date**--The month, day, and year on which an employment permit becomes valid.

Entity Uses: Student

175 **Employment Permit Expiration Date**--The month, day, and year on which an employment permit expires.

Entity Uses: Student

176 **Employment Beginning Date**--The month, day, and year on which an individual begins a period of self-employment or employment with an organization or institution.

Entity Uses: Student

177 **Employment Separation Date**--The month, day, and year on which an individual ends a period of self-employment or employment with an organization or institution.

Entity Uses: Student

178 **Number of Hours Worked Per Work Week (Monday-Friday)**--An estimated average number of hours an individual works or expects to work for an employer between Monday and Friday.

Entity Uses: Student

179 **Number of Hours Worked Per Weekend**--An estimated average number of hours an individual works or expects to work for an employer over a Saturday and Sunday.

Entity Uses: Student

180 **Employment Recognition**--The honor or recognition given to an individual for the successful completion of certain tasks or work performed at his or her job.

01 Certification--A certificate awarded to an individual in recognition that professional standards have been met pertaining to education, experience, and personal qualifications as determined by a professional society, often in cooperation with auxiliary groups that are subject to the certification procedure.

02 Credit or fulfillment of a requirement--Recognition given to an individual upon completion of required course or school activities that are work-related.

03 Employment permit--A permit granted to an individual who has satisfied the minimum requirements for employment.

04 Honor award--An award given in recognition of outstanding achievement. Such honors may be instead of, or in addition to, other recognition.

05 Letter of commendation--A written letter, usually prepared and signed by the senior management of an organization, commending the employee for his or her contribution to and/or achievement in an organization.

06 Licensure--A credential given to an individual who has fulfilled the minimum predetermined qualifications and standards necessary for legally practicing an occupation.

07 Promotion or advancement--An assignment of an employee to the next level in the sequence of job titles which requires a greater degree of job skill and responsibility.

99 Other

Entity Uses: Student

Institutional/Organizational Information--Information about any organization for which an individual works and/or any postsecondary institution that he or she attends.

012 **Name of Institution**--See Section A.

Entity Uses: Employer
Postsecondary Institution

044 **Complete Permanent Address**--See Section A.

Entity Uses: Employer
Postsecondary Institution

046 **Telephone Status**--See Section A.

Entity Uses: Employer
Postsecondary Institution

047 **Telephone Number**--See Section A.

Entity Uses: Employer
Postsecondary Institution

Post-School Education/Training--Information in this category concerns a student's aspirations and plans for post-school vocation, training, and education.

181 **Post-School Training or Education Subject Matter**--The nature of the training or education that a student is planning on, interested in, or will be actively pursuing after graduating from or leaving his or her current school of enrollment.

01 Agricultural business and production
02 Agricultural sciences
03 Conservation and renewable natural resources
04 Architecture and related programs
05 Area, ethnic and cultural studies
06 Marketing operations/marketing and distribution
07 Communications
08 Communications technologies
09 Computer and information sciences
10 Consumer and homemaking education
11 Personal and miscellaneous services
12 Education
13 Engineering
14 Engineering-related technologies
15 Foreign languages and literatures
16 Home economics
17 Vocational home economics
18 Law and legal studies
19 English language and literature/letters
20 Liberal arts and sciences, general studies and humanities
21 Library science
22 Biological sciences/life sciences
23 Mathematics
24 Military technologies
25 Multi/interdisciplinary technologies
26 Parks, recreation, leisure and fitness studies
27 Philosophy and religion
28 Theological studies and religious vocations
29 Physical sciences
30 Science technologies
31 Psychology
32 Protective services
33 Public administration and services
34 Reserve Officers' Training Corp (ROTC)
35 Social sciences and history
36 Construction trades

37 Mechanics and repairers
38 Precision production trades
39 Technology education/industrial arts
40 Transportation and materials moving workers
41 Visual and performing arts
42 Health professions and related sciences
43 Business management and administrative services

Entity Uses: Student

182 **Education Planned**--The extent of postsecondary education a student is planning to pursue after graduating from or leaving his or her current school or enrollment.

01 High school graduate or equivalent
02 Post Graduate (Grade 13)
03 Postsecondary certification
04 Associate's degree
05 Baccalaureate (Bachelor's) degree
06 Specialist's degree
07 Master's degree
08 First professional degree or certification
09 Doctoral degree
99 Other

Entity Uses: Student

072 **Highest Level of Education Completed**--See Section A.

Entity Uses: Student

183 **Post-School Recognition**--The description of honors and recognitions awarded to a former student when he or she pursued an academic or occupational goal.

Entity Uses: Student

Other Post-School Information--Information in this category pertains to other post-school experience not mentioned above.

184 **Career Objectives**--A student's occupational plan or aspirations.

(Note: A list of occupational groups and codes can be found in Appendix J).

Entity Uses: Student

185 **Military Service Experience**--A description of military experience and special training a student acquired while in the service.

Entity Uses: Student

186 **Voting Status**--An indication as to whether an individual is registered to vote in public elections.

01 Registered
02 Not registered
03 Not eligible

Entity Uses: Student

187 **Other Post-School Accomplishments**--Notable post-school activities and accomplishments other than information about employment, education, and military service (e.g., elective offices held and books published).

Entity Uses: Student

E. ASSESSMENT

This section contains information regarding assessment conducted on a student. It includes assessment purpose, administration, response, and scoring.

Entity Uses: Assessment
Evaluator

Assessment Information--The general classification of an assessment administered to a student based upon the anticipated use of the information it provides. This also includes information which identifies the assessment.

188 **Purpose**--The reason for which an assessment is being conducted.

01 Admission--An examination used in the admission procedure for an educational program. It may be used as a part of a selective admission process for an educational institution or as a device for predicting the success of a student in an education program.

02 Assessment of student's progress--An examination used to measure the progress of a student in a particular content area.

03 Development of individualized educational program (IEP)--An assessment used to determine whether a student is in need of special education and, if so, what types of special education services would most benefit the student. This information is often incorporated into a student's individualized educational program (IEP).

04 Development of individualized family service program (IFSP)--An assessment used to determine whether a child is in need of early intervention services mandated by the Individuals with Disabilities Education Act (IDEA). This information often contributes to the development of an individualized family service program (IFSP).

05 Diagnosis--An assessment (other than for the development of an IEP or IFSP) used to examine in-depth information about specific strengths and weaknesses in a student's skill development.

06 Graduation requirement--An assessment given to students on the basis of which an appropriate state authority may certify that an individual has met state requirements for high school completion or graduation.

07 Instructional decision--An assessment used to determine whether the instructional path of a student should be maintained or altered.

08 Program eligibility--An assessment (other than for the development of an IEP or IFSP) used to determine whether a student is eligible to participate in a specific program.

09 Program evaluation--An assessment given to a student as part of an effort to evaluate a program's effectiveness. Results of the assessment may or may not be reported at an individual student level.

10 Program placement--An assessment used to determine the most appropriate instructional program for a student.

11 School performance evaluation--An assessment given to a student to determine the effectiveness of a school or an educational institution. Results of the assessment may or may not be reported an individual student level.

12 Screening--An examination used to determine the need for or suitability of additional tests in any of a variety of disciplines or for a specific reason (e.g., a home language survey to identify language minority students who may need assistance).

99 Other

Entity Uses: Assessment

189 **Assessment Type**--The category of an assessment based on format and content.

01 Achievement test--An assessment to measure a student's present level of knowledge, skill, or competence in a specific area or subject.

02 Advanced placement test--An assessment to measure the achievement of a student in a subject matter area, taught during high school, which may qualify him or her to bypass the usual initial college class in this area and begin his or her college work in the area at a more advanced level and possibly with college credit.

03 Aptitude test--An assessment to measure a student's potential ability to acquire specific knowledge or master a specific skill.

04 Attitudinal test--An assessment to measure the mental and emotional set or pattern of likes and dislikes or opinions held by a student or a group of students. This is often used in relation to considerations such as controversial issues or personal adjustments.

05 Cognitive and perceptual skills test--An assessment to measure components of a student's mental ability such as visual memory, figure-ground differentiation, auditory memory, reasoning ability, and sequential processing.

06 Developmental observation--An assessment to measure a child's development based on observation. This is most frequently associated with early childhood education and care. Areas of observation and/or evaluation may include, and are not limited to a child's cognitive and language development, social and emotional development, hygiene, nutrition, and self-help skills, as well as gross and fine motor skills.

07 Interest inventory--An assessment used to measure the extent to which a student's pattern of likes and dislikes corresponds to those of individuals who are known to be successfully engaged in a given vocation, subject area, program of studies, or other activity.

08 Language proficiency test--An assessment used to measure a student's level of proficiency (i.e., speaking, writing, reading, and listening) in either a native language or an acquired language.

09 Manual dexterity test--An assessment to measure a student's ability to move his or her hands easily and skillfully. This test may be used in the identification of aptitudes for certain occupations.

10 Mental ability (intelligence) test--An assessment to measure a student's general ability to successfully and rapidly adapt to new situations and to learn from experience.

11 Performance assessment--An assessment to measure a student's knowledge or skill by requiring him or her to produce an answer or product that is not necessarily in a standardized format. Examples of performance assessment include writing short answers, solving complex mathematical problems, writing an extended essay, conducting an experiment, presenting an oral argument, or assembling a portfolio of representative work.

12 Personality test--An assessment to measure a student's affective or nonintellectual aspects of behavior such as emotional adjustment, interpersonal relations, motivation, interests, and attitudes.

13 Portfolio assessment--An assessment to measure the quality of a collection of student work or a series of student performances as interpreted by the student, a teacher, or an independent evaluator.

14 Psychological test--An assessment to measure a sample of behavior in an objective and standardized way.

15 Psychomotor test--An assessment to measure the motor effects of a student's mental or cerebral processes.

16 Reading readiness test--An assessment to measure interrelated factors contributing to a student's readiness to learn to read (e.g., linguistic maturity, experiential background, perceptual maturity, and responsiveness to books and storytelling).

99 Other

Entity Uses: Assessment

190 **Assessment Title**--The title or description including a form number, if any, which identifies a particular assessment.

Entity Uses: Assessment

191 **Assessment Content**--The description of the content or subject area (e.g., arts, mathematics, reading, stenography, or a foreign language) of an assessment.

Entity Uses: Assessment

192 **Subtest Type**--The description of the specific subject matter of a subtest (e.g., reading comprehension, vocabulary, mathematics, verbal, humanities, quantitative, geography) administered to a student as a part of a combined assessment.

Entity Uses: Assessment

193 **Level (for which Designed)**--The typical grade level or range of grade levels for which an assessment is designed.

Entity Uses: Assessment

013 **Identification Number**--See Section A.

Entity Uses: Assessment

014 **Identification System**--See Section A.

Entity Uses: Assessment

194 **Grade Level when Assessed**--The grade level of a student when assessed.

Entity Uses: Assessment

195 **Copyright Date**--The month, day, and year that a publication lists for its copyright.

Entity Uses: Assessment

Administrative Issues--This category contains information relating to the administration of an assessment to a student.

196 **Administration Method**--The primary manner in which a test is administered to a student.

01 Group test--An assessment that is administered to a number of students at the same time.

02 Individual test--An assessment that is administered to only one student at a time.

03 Both group and individual test--An assessment that is administered, in parts, to both a group of students and to each student individually (e.g., a language test that has one part administered orally/individually and a separate written part administered to a group).

Entity Uses: Assessment

197 **Administration Form**--The primary manner in which a test is presented to a student.

01 Computer adaptive test--A test that primarily uses a computer that is menu-driven in its administration. Instructions for taking the test are provided mainly through the computer (i.e., menu-driven).

02 Oral test--A test that primarily uses a spoken language in its administration.

03 Written test--A test that primarily uses a written language in its administration.

99 Other

Entity Uses: Assessment

198 **Response Form**--The primary manner in which a student responds to assessment inquiries.

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01 Collaborative/group activity--A test that requires an activity in which two or more students are involved. Each student is required to do his or her work individually within the context of a group or as a contributing member of a group effort.

02 Computer simulation--A test that requires a student to use a computer or computer program in order to successfully complete the assessment.

03 Constructed-response--A test that requires a student to supply his or her own response rather than selecting one from a predetermined set of response options (e.g., an essay or short answer response). This term is often referred to as supply-response.

04 Laboratory experiment--A test that requires a student to perform a structured experiment.

05 Selected-response--A test that requires a student to choose from among a predetermined set of response options (e.g., a multiple choice test).

06 Performance--A test that requires a student to supply a response in the form of overt action (such as fitting pegs into a pegboard, tracing a maze, or playing a musical instrument) rather than one of a written or oral nature.

99 Other

Entity Uses: Assessment

199 **Administration Language**--The language in which an assessment is written or administered and/or in which responses are provided.

(Note: A list of languages and dialects can be found in Appendix I.)

Entity Uses: Assessment

200 **Special Adaptation**--The description of any special variation in the administration of the test (e.g., untimed, use of sign language for hearing impaired, Braille test or large print form for visually impaired, or use of a reader or facilitator for autistic students).

Entity Uses: Assessment

201 **Administration Date**--The month, day, and year on which an assessment is administered.

Entity Uses: Assessment

202 **Location**--The description of the place where an assessment is administered.

Entity Uses: Assessment

011 **Name of Individual**--See Section A.

Entity Uses: Evaluator

203 **Position**--An individual's title of employment, official status or rank.

Entity Uses: Evaluator

Score/Results Reporting--This category contains information about assessment results, the manner in which they are presented, and factors which may influence their interpretation.

204 **Assessment Reference Type**--A classification of how results of achievement tests are related and interpreted.

01 Norm-referenced--A student's test scores are related to that of a specified norm group, the samples of which are used as the basis for interpreting test scores.

02 Criterion-referenced--A student's test scores are related to a specified criterion and expressed in terms of the knowledge or skill acquired (e.g., a given number of words typed per minute with a specified degree of accuracy).

03 Achievement-level reference or benchmarked--A student's test scores are related to a specified level of achievement and expressed in terms of the percentage of students reaching that level.

99 Other

Entity Uses: Assessment

205 **Norm Group**--The group for which the scores of an assessment have been standardized for use in interpreting the results.

01 Annual user norms
02 Catholic school norms
03 Equated national norms
04 Independent school norms
05 International norms
06 National probability sample
07 Peer school norms
08 Racial/ethnic norms
09 Regional norms
10 High socio-economic status (SES) norms
11 Low socio-economic status (SES) norms
12 State norms
13 Urban norms
99 Other

Entity Uses: Assessment

206 **Norm Year**--The year when the assessment was given to a sample of students for the purpose of establishing a standard of performance for that group of students.

Entity Uses: Assessment

207 **Norming Period**--The time of year when the assessment was given to a sample of students for the purpose of establishing a standard of performance for that group of students (e.g., fall, mid-year, or spring).

Entity Uses: Assessment

208 **Score Range**--The lowest and highest individual scores obtained by a group of students who are in the same norm group.

Entity Uses: Assessment

209 **Reporting Method**--The measure in which results are presented.

01 Age score--A derived score used to express a student's test performance in terms of the developmental-level characteristic of the average individual of a corresponding chronological age. This is used more frequently with intelligence and achievement tests for children of school age or below. Scores can be applied to determine a student's mental age (i.e., the average chronological age of students making a given raw score) or education age (i.e., test performance according to the norm age on any given level).

02 C-scaled scores--A score expressed in normalized standard score of eleven units.

03 CEEB-scores--A score developed for use with the College Entrance Examination Board tests and those tests by the Educational Testing Service as the basis for reporting scores on many of its other special program tests. It is similar to other linear standard scores but has a mean of 500 and a standard deviation of 100.

04 Grade equivalent or grade-level indicator--A derived score expressed as the grade placement of those students for whom a given score was average.

05 ITED-score--A score developed for use with the Iowa Tests Of Educational Development, but which is now also used with the American College Testing Program and other tests. This score has a mean of 15 and a standard deviation of five, and scores are based on a nationally-representative sample of tenth- and eleventh-grade students.

06 Letter grade--A letter assigned to a corresponding qualitative value. (e.g., A=Excellent, B=Above Average, C=Average, D=Below Average, and F=Failing). Corresponding numerical ranges may vary for each letter grade.

07 Normal curve equivalent--A score expressed in a normalized standard score with a mean of 50 and a standard deviation of 21.06. Scores range from 1 through 99 and an equal unit is retained in the scale.

08 Normalized standard score--A score that resembles standard scores (z-scores) but which is computed like percentile scores.

09 Number score--A number assigned corresponding to the total assessed quality of student response (i.e., the number of answers a student provides that are correct) or the level of a score using a holistic scoring guide usually used in writing assessments.

10 Pass-Fail--A score used to indicate whether a student passes or fails the assessment.

11 Percentage of items correct--A derived score used to express a student's performance as a percentage of the maximum possible score.

12 Percentile rank--A derived score presented in terms of the percentage of students in a specified group who fall below a given score point.

13 Proficiency level--A standardized qualitative expression use to indicate a student's functional mastery of a specific skill (e.g., novice, apprentice, or master).

14 Ranking--An expression used to indicate the position of a student relative to other students taking the same assessment (e.g., highest, second next highest, third, and so on). Since it is limited by the number of cases, rank is often reported with the total number of cases.

15 Ratio IQ's--A score based on the ratio of mental age to chronological age. The ratio or deviation IQ has a common standard deviation for all ages covered by the test.

16 Standard age score--A scores used in connection with certain Riverside Press tests where the standard age score has a mean of 100 and a standard deviation of 16.

17 Stanine score--A score expressed in a normalized standard of nine units (i.e., 1-9). In a normal distribution, stanines have a mean of 5.0 and a standard deviation of 1.96.

18 Sten score--A score expressed in a normalized standard five units on either side of the mean. In a normal distribution, sten scores have a mean of 5.5 and a standard deviation of 2.0.

19 T-score--A standard score expressed with a mean of 50 and a standard deviation of 10.

20 Z-score--A basic standard score expressed with a mean of 0 and a standard deviation of 1.0. It is widely used in test-related research where the mean is 0 and the standard deviation is 1.0.

99 Other

Entity Uses: Assessment

210 **Score Results**--The description of a meaningful raw score or statistical expression of the performance of a student or group of students on an assessment.

Entity Uses: Assessment

211 **Score Interpretation Information**--The description of unusual testing conditions that must be known to properly interpret an individual's test score (e.g., non-standard administration, special circumstances, experience only, diagnostic only, or experience and diagnostic).

Entity Uses: Assessment

212 **Reporting and Documentation**--The description of results of a qualitative assessment of a student's performance, progress, or development. Such observations and/or evaluations are often documented in the form of a parent or teacher report, or a student's performance portfolio, and may be used when planning education and care for the student.

Entity Uses: Assessment

F. TRANSPORTATION

Information recorded under this heading concerns the transportation of students to and from school and school-related activities.

Entity Uses: Student
Transportation Contact
Transportation Vehicle

Transportation Information--Identifies information about a student's transportation needs and services received.

213 **Transportation Status**--Information about whether or not a student is transported to and/or from school or receives services, aid, or payment in lieu of transportation.

01 Transported at public expense--The student is transported between home and school at public expense: 1) the parent/guardian is reimbursed for transportation directly; 2) the local education agency receives some state transportation aid; or 3) the local education agency assumes all transportation expenses.

02 Transported at reduced public expense--The student is transported between home and school at a reduced fare with the difference in rate subsidized at public expense. This includes situations where the student pays only a portion of the transportation cost to and from school (e.g., reduced rate bus or train tickets).

03 Transported, but not at public expense--The student is transported between home and school, but not at public expense. This includes situations where his or her parent/guardian pays the school or education agency for such transportation. Riding in a private vehicle, a motorcycle, and public transportation at student expense are also included.

04 Provided room, board, or payment in lieu of transportation--The student is provided room, board, and/or payment in lieu of transportation between home and school.

05 Not transported--The student is not transported between home and school, nor does the student receive any payment or service in lieu of transportation. This includes situations in which the student drives, walks, or rides a bicycle.

99 Other

Entity Uses: Student

214 **State Transportation Aid Qualification**--The qualification status of a student entitling the local education agency to receive state transportation aid.

01 Qualifies for regular aid--The local education agency is eligible to receive regular state transportation aid for the student.

02 Qualifies for special education aid--The local education agency is eligible to receive state transportation aid for the student because of disabilities requiring special education.

03 Does not qualify--The local education agency is not eligible to receive transportation aid for the student.

99 Other

Entity Uses: Student

215 **Transportation at Public Expense Eligibility**--The eligibility of a student for transportation between home and school at local public expense because of distance, disability, or other reasons.

01 Eligible because of distance--The student is eligible for transportation at public expense because of the distance between home and school.

02 Eligible because of disability--The student is eligible for transportation at public expense because of a sensory, physical, mental, or emotional disability.

03 Eligible because of disability and distance--The student is eligible for transportation at public expense because of a combination of his or her disability and the distance between home and school.

04 Eligible because of hazardous conditions--The student is eligible for transportation at public expense because the route along which he or she must walk is considered to be hazardous for reasons determined by state or local school authorities.

05 Eligible because of program for desegregation or integration--The student is eligible for transportation at public expense because a locally initiated or court mandated program for achieving racial or cultural integration or for ending previous segregation.

06 Eligible because of special instruction--The student is eligible for transportation at public expense to other facilities to receive specialized instruction such as vocational training or magnet programs.

07 Not eligible--The student is not eligible for transportation at public expense between home and school.

99 Other

Entity Uses: Student

216 **Special Accommodation Requirements**--Specific requirements needed to accommodate a student's physical needs which may include special equipment installed in a vehicle or a special arrangement for transportation.

Entity Uses: Student

Transportation Contact--The individual who is responsible for a student's transportation to and/or from school or the person who receives the individual at a bus stop or other location.

011 **Name of Individual**--See Section A.

Entity Uses: Transportation Contact

044 **Complete Permanent Address**--See Section A.

Entity Uses: Transportation Contact

046 **Telephone Status**--See Section A.

Entity Uses: Transportation Contact

047 **Telephone Number**--See Section A.

Entity Uses: Transportation Contact

Distance/Time Information--Information about the distance and time a student must travel to school.

217 **Distance From Home To School**--The distance between a student's residence and the school measured according to state or local regulations.

Entity Uses: Student

218 **Total Distance Transported**--The total round trip distance the student travels between his or her transfer point or bus stop and school (including the subsequent return trip).

Entity Uses: Student

219 **Length of Time Transported**--The usual time a student spends in a vehicle when riding from his or her transfer point or bus stop to the school (including the subsequent return trip).

Entity Uses: Student

Vehicle Information--Information about the different types of vehicles used to transport a student.

220 **Ownership/Type**--The ownership and type of vehicle used for the transportation of students. The designation of school bus ownership is based on ownership of the chassis.

01 Agency-owned school bus--A passenger motor vehicle owned by a local education agency, intermediate unit, or state which is designed or used to carry more than ten passengers in addition to the driver and is likely to be primarily used for transporting students to and from school.

02 Privately-owned school bus--A passenger motor vehicle, not owned by a local educational agency, intermediate unit, or state, which is designed or used to carry more than ten passengers in addition to the driver and is likely to be primarily used for transporting students to and from school.

03 Agency-owned vehicle--A vehicle, other than a school bus, that is owned by a local education agency, intermediate unit, or state and used for the transportation of students.

04 Privately-owned vehicle--A vehicle, other than a school bus, that is not owned by a local educational agency, intermediate unit, or state, used for the transportation of students. This may include a parent's automobile.

05 Publicly-owned vehicle--A vehicle owned by a city or non-education state agency used primarily or exclusively for the transportation of students.

06 Taxi/cab--An automobile that transports individuals for a fee.

07 Local public transportation--Any other transportation that is provided locally for general public use (for which there may be a fee charged) including bus, train, or van transportation.

99 Other

Entity Uses: Transportation Vehicle

013 **Identification Number**--See Section A.

Entity Uses: Transportation Vehicle

014 **Identification System**--See Section A.

Entity Uses: Transportation Vehicle

221 **Route Description**--A description of the route traveled when picking up or returning students before school or after school in delivering them to school, home, or a designated transfer point or bus stop.

Entity Uses: Transportation Vehicle

222 **Run Description**--A description of the portion of a route during which students are on board a vehicle and actually being transported. A run can be driven more than one time a day. Types of runs may include: kindergarten (a.m.), kindergarten (p.m.), elementary (regular or disabled), secondary (regular or disabled), vocational, special education, field trip, and extended year (more than 180 days) elementary or secondary.

Entity Uses: Transportation Vehicle

223 **Stop Description**--A designation (often numeric) assigned by the school or agency to identify various stops along a vehicle's route.

Entity Uses: Transportation Vehicle

G. HEALTH CONDITIONS

This section includes information concerning various aspects of a student's current physical condition, health history, evaluations, physical limitations, and health care provider.

Entity Uses: Student
Health Care Provider
Health Evaluation

Identifiers--This category includes a student's health record identification number, descriptive measurements of height and weight, and identification of hair and eye colors, and outstanding birthmarks that might be recorded over a period of time.

013 **Identification Number**--See Section A.

Entity Uses: Student
Health Care Provider

014 **Identification System**--See Section A.

Entity Uses: Student
Health Care Provider

224 **Height**--A measurement of an individual from head to sole with shoes removed.

Entity Uses: Student

225 **Weight**--A measurement of an individual's heaviness (in ordinary clothing with shoes removed) as determined by weighing.

Entity Uses: Student

226 **Hair Color**--The color that best describes an individual's hair.

01 Black
02 Blonde
03 Brown
04 Gray
05 Red
99 Other

Entity Uses: Student

227 **Eye Color**--The color that best describes a individual's eyes.

01 Black
02 Blue
03 Brown
04 Green

05 Hazel
06 Red
07 Violet
99 Other

Entity Uses: Student

228 **Birthmark**--A mole, mark, or blemish present on the body from birth.

Entity Uses: Student

229 **Blood Type**--An indication of the group into which an individual's blood is classified with reference to the type of agglutinogen of its corpuscles and its Rh. factor.

Entity Uses: Student

Oral Health--The condition of an individual's mouth or oral cavity; more specifically the condition of the hard tissues (i.e., teeth and jaws) and the soft tissues (i.e., gums, tongue, lips, palate, mouth floor, and inner cheeks). Good oral health denotes the absence of clinically-manifested disease or abnormalities of the oral cavity.

230 **Number of Teeth**--The number of natural teeth present or erupting.

Entity Uses: Student

231 **Number of Permanent Teeth Lost**--The number of permanent teeth lost naturally or due to extraction or accident.

Entity Uses: Student

232 **Number of Teeth Decayed**--The number of natural teeth present with obvious decay.

Entity Uses: Student

233 **Number of Teeth Restored**--The number of natural teeth present that have dental restoration (e.g., by filling and/or capping).

Entity Uses: Student

234 **Occlusion Condition**--The relationship between the biting surfaces of the upper and lower teeth when they are in contact.

01 Normal occlusion--Upper and lower teeth close together normally.

02 Mild malocclusion--Some upper and/or lower teeth are out of normal alignment.

03 Moderate malocclusion--Most upper and lower teeth do not close together normally.

04 Severe malocclusion--Upper and lower teeth are extensively misaligned. The individual exhibits severe overbite or overjet.

Entity Uses: Student

235 **Gingival (Gum) Condition**--The condition of the gums according to the extent of deviation from the normal state.

01 Normal--Gums are firm, stippled and appear healthy.

02 Mild deviation--Gums appear inflamed.

03 Moderate deviation--Gums bleed slightly and are enlarged around one or more teeth.

04 Severe deviation--Gums are swollen, bleed readily, and pus is present.

Entity Uses: Student

236 **Oral Soft Tissue Condition**--The condition of the tongue, lips, palate, floor of mouth, and inner cheeks.

01 Normal--Tissues appear healthy.

02 Mild deviation--Tissues have slight bleeding and/or enlargement.

03 Moderate deviation--Tissues exhibit a lesion of small size (e.g., a cold sore or cold blister) which has persisted for fewer than 10 days.

04 Severe deviation--Tissues exhibit an obvious lesion (e.g., an ulcer or new growth) which has persisted for more than 10 days.

Entity Uses: Student

237 **Dental Prosthetics**--The description of a placement of artificial teeth and other devices used to replace or correct dental problems.

01 Partial denture--One or more partial dentures, fixed or removable.

02 Full denture--A full upper and/or lower denture (plate).

Entity Uses: Student

238 **Orthodontic Appliances**--The description of a placement of braces, wires, retainers, or other equipment used to correct abnormally aligned or positioned teeth.

Entity Uses: Student

Maternal and Pre-Natal Condition--The condition as well as the type and extent of medical care received by a student's mother prior to the birth of the student.

239 **Initial Pre-Natal Visit (Gestational Age)**--The number of months in gestational age at which a woman first had an office visit to a doctor or other qualified medical professional regarding the pregnancy.

Entity Uses: Student

240 **Total Number of Pre-Natal Visits During Pregnancy**--The total number of times a woman visited a doctor or a qualified medical professional from the time the pregnancy was confirmed until the birth of the child.

Entity Uses: Student

241 **Total Weight Gain During Pregnancy**--The total number of pounds a pregnant woman gained in weight from the beginning of the pregnancy until the birth of the child.

Entity Uses: Student

Conditions at Birth--Information regarding the health and/or other medical conditions observed or measured at a student's birth.

242 **Weight at Birth**--The weight of a child at birth in pounds and ounces.

Entity Uses: Student

243 **Gestational Age at Birth**--The gestational age of a child at birth in number of weeks.

Entity Uses: Student

244 **Health Condition at Birth**--The description of a child's medical and health condition observed or diagnosed at birth which may indicate the need for further medical care or assessment. Such conditions may include anoxia, prematurity, low birth weight (less than 2500 grams/ 5 pounds 8 ounces), respiratory distress syndrome, and metabolic or central nervous system disorders.

Entity Uses: Student

Health History--A record of an individual's afflictions, conditions, injuries, accidents, treatments, and procedures.

245 **Diseases, Illnesses, and Other Health Conditions**--An instance in which an individual has contracted a disease, illness or other health condition which might or does affect his or her school performance.

(Note: A list of medical classifications, procedures, and their codes can be found in Appendix K.)

Entity Uses: Student

246 **Medical Treatment**--A medical procedure (including surgery) an individual has undergone which might or does affect his or her school performance.

(Note: A list of medical classifications, procedures, and their codes can be found in Appendix K.)

Entity Uses: Student

247 **School Health Emergency Action**--An emergency administration of medication, provision of medical procedures, or care for serious injuries (those requiring immediate attention from a health care provider and

causing a student to miss more than one-half day of school) a student receives during the hours of school attendance or while he or she is under the guidance and care of school staff members.

Entity Uses: Student

248 **Injury**--The description of an injury that is sustained that might or does affect an individual's performance.

(Note: A list of medical classifications, procedures, and their codes can be found in Appendix K.)

Entity Uses: Student

249 **Substance Abuse**--An instance during which an individual is known to have used licit or illicit drugs (e.g., heroin, amphetamines, barbiturates, prescription drugs, or alcohol) in an amount, frequency, and/or pattern of use that interfered with his or her psychological, physiological, social, and/or academic functioning.

Entity Uses: Student

250 **Routine Health Care Procedure Required at School**--A non-emergency health care procedure (e.g., catheterization or tracheostomy care for an injury) or medication administered by a qualified school staff member during the hours of school attendance or while he or she is under the guidance and care of school staff members.

(Note: A list of medical classifications, procedures, and their codes can be found in Appendix K.)

Entity Uses: Student

251 **Health Condition Progress Report**--A periodic update on a continuing health concern or medical treatment an individual may be experiencing.

Entity Uses: Student

252 **Health Care History Episode Date**--The month, day, and year of diagnosis, treatment, or update of any health condition an individual may have experienced.

Entity Uses: Student

Medical Evaluations--A record of diagnostic examinations an individual may undergo for identification or evaluation of a medical process or condition.

253 **Evaluation Sequence**--An indication of the sequence of the evaluation.

01 Initial
02 Review
03 Screening

Entity Uses: Health Evaluation

254 **Medical Examination Type**--A designation of the specific type of test administered to an individual for the purpose of screening or evaluating a medical condition, process, or impairment.

01 Vision evaluation--An examination used to measure an individual's ability to see.

02 Hearing evaluation--An examination used to measure an individual's ability to perceive sounds.

03 Speech and language evaluation--An examination used to measure an individual's ability to communicate orally with others.

04 Routine physical examination/screening--An examination used to evaluate an individual's general health condition.

05 Special physical examination--An examination used to diagnose the causes of specific symptoms or problems, including those performed during an emergency.

06 Physical examination for sports participation--An examination used to determine an individual's fitness to participate in sports activities in the physical education program and/or interscholastic athletics. This examination is often required by an educational institution, or local or state agency.

99 Other

Entity Uses: Health Evaluation

255 **Medical Examination Instrument Description/Title**--The description or title of an evaluative instrument (e.g., a specific chart or mechanical device) that has been used to identify or evaluate an individual's health condition (e.g., Snellen Illiterate "E" Test, Snellen Alphabetic Test, Pure Tone Audiometric Test, Speech Discrimination Test-Unaided and Aided, Mantoux Tuberculosis test, or sickle cell anemia blood test).

Entity Uses: Health Evaluation

256 **Medical Examination Date**--The month, day, and year on which a health evaluation occurred.

Entity Uses: Health Evaluation

257 **Uncorrected Score/Results**--A qualitative or quantitative description or indicator of an individual's health status, condition, performance, or assessed ability without the assistance of corrective equipment. This is recorded after a medical examination is performed.

Entity Uses: Health Evaluation

258 **Corrected Score/Results**--A revised qualitative or quantitative description or indicator of an individual's health status, condition, performance, or assessed ability with the assistance of corrective equipment. This is recorded after a medical examination is performed.

Entity Uses: Health Evaluation

259 **Unit of Measure**--The scale or standard by which the score or results of a medical examination are measured or compared (e.g., fractional notation referring to distance/smallest line read for vision, decibels for hearing loss, or hertz for sound frequency).

Entity Uses: Health Evaluation

260 **Blood Pressure**--An indication of an individual's blood pressure as measured by a qualified health care provider, usually expressed in terms of systolic pressure relative to diastolic pressure.

Entity Uses: Health Evaluation

261 **Overall Diagnosis/Interpretation of Vision**--An appraisal of an individual's vision, including consideration of both test results and other factors.

01 No significant impairment--An individual who does not have visual impairment, muscle imbalance, glaucoma, refractive error, amblyopia, or any other condition that adversely affects his or her educational performance or visual acuity.

02 Slight or mild impairment--An individual whose visual acuity measures below normal for his or her age (e.g., below 20/20 on the Snellen scale), or whose vision is impaired in any of its functions, as manifested by imperfect depth perception, faulty muscular action, color blindness, or a limited field of vision (poor peripheral vision or poor central vision). Such impairment, however, is not of the severity as to adversely affect the normal functioning of the individual.

03 Partially seeing--An individual who has severely impaired vision but has sufficient residual vision (with correction) to include the perception of printed materials as a means of learning.

04 Blind--An individual who is sightless or who has such limited vision that he or she must rely on hearing and touch as a chief means of learning.

Entity Uses: Student

262 **Overall Diagnosis/Interpretation of Hearing**--An appraisal of an individual's hearing, including consideration of both test results and other factors.

01 No significant impairment--An individual who has no hearing loss, or a loss of less than 20 decibels in the better ear.

02 Mild impairment--An individual who has a hearing loss between 21 and 40 decibels in the better ear.

03 Moderate impairment--An individual who has a hearing loss between 41 and 55 decibels in the better ear.

04 Moderate severe impairment--An individual who has a hearing loss between 56 and 70 decibels in the better ear.

05 Severe impairment--An individual who has a hearing loss between 71 and 90 decibels in the better ear.

06 Profound impairment--An individual who has a hearing loss of 91 decibels or more in the better ear.

Entity Uses: Student

263 **Overall Diagnosis/Interpretation of Speech and Language**--An appraisal of an individual's speech and language, including consideration of both test results and other factors.

01 No significant impairment--An individual who has a state or ability constituting the normal range of patterns in speech and language development.

02 Impaired articulation--An individual who exhibits speech sound substitutions, omissions, and/or distortions involving the speech mechanism (e.g., tongue, lips, and velum) resulting in defective speech either in producing syllables or connected speech (e.g., "wabbit" for "rabbit," and "sop" for "stop"). Impaired articulation is characterized by patterns of consistently occurring errors and should not be confused with occasional mispronunciations.

03 Stuttering--An individual whose speech often is characterized by unusual strain or tension, and by one or more of the following: repetition, blocking, injection of superfluous speech elements, and/or prolongation of sounds or syllables. ("Stuttering" generally is used synonymously with "stammering" except by some specialists who designate speech repetitions as stuttering and speech blocks or stoppages as stammering.)

04 Voice impairment--An individual who has abnormal voice quality caused by pathology or misuse of the larynx or vocal tract.

05 Language impairment--An individual who has another disability in verbal learning resulting in markedly impaired ability to acquire, use, and comprehend spoken and written language. Persons considered to have a language impairment as a primary disabling condition exhibit a significant discrepancy between their intellectual level of functioning and their level of language performance. In some cases, there may also be some degree of sensory or motor incapacity, mental retardation, or emotional maladjustment.

99 Other

Entity Uses: Student

264 **Service Alternatives**--A professional opinion of an evaluator as to whether corrective or rehabilitative services are required for an individual (e.g., speech therapy) because of his or her condition or impairment.

01 "Normal" development problem--The identified condition is expected to disappear within a reasonable length of time with the normal development of an individual.

02 Special assistance needed--The identified condition is believed to require corrective equipment or services.

Entity Uses: Student

265 **Corrective Equipment Prescribed**--A description of the corrective equipment (e.g., contact lenses, glasses, or hearing aid) that an individual's condition necessitates.

Entity Uses: Student

266 **Corrective Equipment Purpose**--A description of the reason for or the prescribed use of corrective equipment.

Entity Uses: Student

267 **Diagnosis of Causative Factor (Condition)**--An evaluation of the physiological reason for an individual's condition or impairment by a qualified health care provider.

Entity Uses: Student

268 **Condition Onset Date**--The month, day, and year of the onset of a condition.

Entity Uses: Student

Disabling Conditions--Current health conditions (e.g., orthopedic, neurological, cardiac, or respiratory,) that have been identified by a health care provider or other qualified evaluator and may incapacitate an individual in any way.

269 **Primary Disability Type**--The major or overriding disability condition that best describes an individual's impairment (i.e., the impairment that is most disabling).

01 Autism--A developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age three, which adversely affects educational performance. Characteristics of autism include--irregularities and impairments in communication, engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not include children with characteristics of the disability "serious emotional disturbance."

02 Deaf-blindness--Concomitant hearing and visual impairments which cause such severe communication and other developmental and educational problems that an individual with deaf-blindness cannot be accommodated in special education programs solely for deaf or blind individuals.

03 Hearing impairment--Either: 1) a hearing impairment which is so severe that an individual is impaired in processing linguistic information through hearing with or without amplification (which would be considered to be a state of deafness), and which adversely affects his or her educational performance; or 2) a hearing impairment whether permanent or fluctuating (which would not be considered to be a state of deafness) that adversely affects an individual's educational performance.

04 Mental retardation--A state of significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior that is manifested during the developmental period, which adversely affects an individual's educational performance.

05 Multiple disabilities--Concomitant impairments (e.g., mental retardation-blind or mental retardation-orthopedic impairments) which cause such severe educational problems that an individual with multiple disabilities cannot be accommodated in special education programs solely for one of the impairments. This term does not include deaf-blindness.

06 Orthopedic impairment--A severe orthopedic impairment which adversely affects an individual's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot or absence of some member), impairments caused by some disease (e.g., poliomyelitis or bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).

07 Serious emotional disturbance--Either: 1) A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects an individual's educational performance:

a. An inability to learn that cannot be explained by intellectual, sensory, or health factors;
b. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
c. Inappropriate types of behavior or feelings under normal circumstances;
d. A general pervasive mood of unhappiness or depression; or
e. A tendency to develop physical symptoms or fears associated with personal or school problems.

or (2) A schizophrenic individual. This term does not include those who are socially maladjusted unless it is determined that they are seriously emotionally disturbed.

08 Specific learning disability--A disorder in one or more of the basic psychological processes involved in understanding or in using language whether spoken or written, which may manifest itself as an imperfect ability to listen, think, read, write, spell, or perform mathematical calculations. The term includes such conditions as perceptual impairments, brain injury, minimal brain disfunction, dyslexia, and developmental aphasia. The term does not include individuals who have learning problems which are primarily the result of visual, hearing, or motor impairments, mental retardation, emotional disturbance or environmental, cultural, or economic disadvantage.

09 Speech or language impairment--A communication disorder such as stuttering, impaired articulation, and language or voice impairments which adversely affect an individual's educational performance.

10 Traumatic brain injury--An injury to the brain caused by an external physical force or by an internal occurrence such as stroke or aneurysm that results in total or partial functional disability or psychosocial maladjustment which adversely affects an individual's educational performance. The term includes open or closed head injuries resulting in mild, moderate, or severe impairments in one or more areas including cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem-solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not include brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

11 Visual impairment--A visual impairment which, even with correction, adversely affects an individual's educational performance. The term includes both partially seeing and blind individuals.

12 Other health impairment--A condition that causes limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, and which adversely affects an individual's educational performance.

Entity Uses: Student

270 **Disability Level**--The degree of disability as determined by a qualified evaluator.

Entity Uses: Student

271 **Secondary Disability Type**--A secondary disability condition that is identified with an individual, as distinguished from a primary disability.

(Note: A list of disabilities for data element 265 "Primary Disability Type" can be used as codes.)

Entity Uses: Student

272 **Tertiary Disability Type**--A tertiary disability condition that is identified with an individual, as distinguished from a primary disability.

(Note: A list of disabilities for data element 265 "Primary Disability Type" can be used as codes.)

Entity Uses: Student

Medical Laboratory Tests--Instances in which specific medical laboratory tests are applied to determine the condition or functionality of bodily parts or systems or to identify diseases and abnormalities.

273 **Blood Test Type**--An instance in which a sample of an individual's blood is withdrawn and examined. Examples of blood tests include phenylketonuria (P.K.U.), serological test for syphilis (S.T.S.), human immunodeficiency virus (H.I.V.), hemoglobin (HGH), hematocrit (HCT), complete blood count (C.B.C.), blood type (Rh. factor), and sickle cell testing.

Entity Uses: Student

274 **Tuberculosis Test Type**--An instance in which a controlled amount of tuberculin is applied to an individual determine the presence or absence of a tuberculosis infection. Examples of specific procedures include the Mantoux test, the patch test, the tine test, and the Von Pirquet test.

Entity Uses: Student

275 **Medical Laboratory Procedure Results**--Significant or relevant conclusions drawn by qualified personnel about an individual's medical condition based on information gained from medical laboratory procedures.

Entity Uses: Student

Immunizations--Instances in which an individual is protected or immunized against specific diseases by inoculation or vaccination, or by having previously contracted a disease.

276 **Immunization Type**--An indication of the type of immunization that an individual has satisfactorily received.

Entity Uses: Student

277 **Immunizations Mandated by State Law for Participation**--An indication that an immunization is specifically required by an organization or governing body. Some diseases for which immunizations are most frequently required include: Diphtheria, Hepatitis B, Influenza, Mumps, Pertussis (whooping cough), Poliomyelitis, Rubella (German measles), Rubeola (measles), Small Pox, Tetanus, Tuberculosis (BCG), and Rh. Immune Globulin.

01 Required
02 Not required

Entity Uses: Student

278 **Immunization Date**--The month, day, and year on which an individual receives an immunization.

Entity Uses: Student

279 **Immunization Status Code**--An indication of circumstances or situations affecting the immunization of a student.

01 First inoculation
02 Second inoculation
03 Third inoculation
04 Fourth inoculation
05 Fifth inoculation
06 Sixth inoculation
07 Seventh inoculation
08 Eighth inoculation
09 Ninth inoculation
10 Medical exemption
11 Personal exemption
12 Religious exemption
13 Already had the disease
99 Other

Entity Uses: Student

Nutrition--Information about an individual's dietary habits, needs, and limitations.

280 **Special Diet Considerations**--Any regimen of special or limited food and drink intake chosen voluntarily for medical, religious, or personal reasons, or prescribed for health reasons.

Entity Uses: Student

Referrals--The act of directing an individual to a qualified health care provider for medical assistance, health, evaluation, or information.

281 **Referral Purpose**--The general reason an individual was referred for examination and assistance.

01 Physical, health, sensory, and related conditions--Instances in which an individual is referred for examination and assistance because of physical, health, sensory, and related problems.

02 School work or for intellectual, social, or emotional reasons--Instances in which an individual is referred for diagnosis, assistance, or guidance with respect to his or her school work or for intellectual, social, or emotional reasons.

Entity Uses: Student

282 **Referral Cause**--The specific condition or reason indicating that a referral is necessary or advisable (e.g., emotional problems, retarded reading skill development, difficulty with oral communication).

Entity Uses: Student

283 **Referral Date**--The month, day, and year on which an individual is referred to a specialized health care provider.

Entity Uses: Student

284 **Referral Completion Date**--The month, day, and year on which an individual is received, evaluated, and examined by a specialized health care provider as a consequence of a referral.

Entity Uses: Student

285 **Referral Completion Report**--The nature of action taken by the health care provider to whom the referral was made.

Entity Uses: Student

Limitations on School Activities--The circumstance or situation in which an individual's participation in the regular school program is modified or precluded.

286 **Limitation Description**--A description of any specific modified activity, including alternative placement (e.g., homebound and special programs) permitted or prescribed for an individual.

Entity Uses: Student

287 **Limitation Cause**--A description of the reason for imposing or allowing the restriction or limitation on an individual's school activities.

Entity Uses: Student

288 **Limitation Beginning Date**--The month, day, and year on which an authorized evaluator recommends that the limitation of activity be instituted.

Entity Uses: Student

289 **Limitation Ending Date**--The month, day, and year on which an authorized evaluator recommends that the limitation of activity be disregarded.

Entity Uses: Student

Health Care Provider--A professional individual with the responsibility to provide any of a variety of health care services to a student.

290 **Provider Type**--A designation of the occupation of an individual who is responsible for providing a student with health care (e.g., physician, surgeon, nurse, psychiatrist, pharmacist, or midwife).

Entity Uses: Health Care Provider

291 **Provider Specialty**--A designation of the particular professional discipline in which a health care provider's training and experience is focused (e.g., orthopedic surgery, urology, or psychiatry).

Entity Uses: Health Care Provider

292 **Provider Authority**--An indication of the relationship of the health care provider to the patient.

01 School provider
02 Personal/family provider
03 Public agency provider
99 Other

Entity Uses: Health Care Provider

293 **Referral Status**--An indication as to whether the health care provider is acting as a referring provider or a receiving provider.

01 Referring provider
02 Receiving provider

Entity Uses: Health Care Provider

011 **Name of Individual**--See Section A.

Entity Uses: Health Care Provider

044 **Complete Permanent Address**--See Section A.

Entity Uses: Health Care Provider

046 **Telephone Status**--See Section A.

Entity Uses: Health Care Provider

047 **Telephone Number**--See Section A.

Entity Uses: Health Care Provider

048 **Facsimile (FAX) Number**--See Section A.

Entity Uses: Health Care Provider

049 **Electronic Mail Address**--See Section A.

Entity Uses: Health Care Provider

050 **Electronic Mail System**--See Section A.

Entity Uses: Health Care Provider

051 **Electronic Mail Carrier Contact**--See Section A.

Entity Uses: Health Care Provider

Other Health Information--Information about an individual's medical or health requirements that are not otherwise addressed above.

294 **Emergency Factor**--An identification of a physical or medical condition of potential special significance during an emergency treatment.

01 Allergy, aspirin
02 Allergy, insect bite
03 Allergy, iodine
04 Allergy, penicillin
05 Allergy, sulpha
06 Allergy, multiple
07 Asthma
08 Contact lenses worn
09 Diabetes
10 Drug dependency
11 Epilepsy
12 Hearing impaired
13 Heart disease
14 Hemophilia
15 Rheumatic fever
16 Speech impaired
17 Vision impaired
98 None
99 Other

Entity Uses: Student

295 **Related Emergency Needs**--Specification of possible or actual emergency care an individual may require.

Entity Uses: Student

296 **Insurance Coverage**--The nature of insurance covering an individual's hospitalization and other health or medical care.

01 Private insurance coverage
02 Medicaid insurance coverage
03 School insurance coverage
04 No insurance coverage
99 Other

Entity Uses: Student

297 **Health Care Plan**--The description or title of the health care plan by which the individual is covered.

Entity Uses: Student

298 **Hospital Preference**--The hospital to which an individual (or his or her parent/guardian) prefers to be taken under emergency conditions.

Entity Uses: Student

299 **Medical Waiver**--The description of special notation if, for any reason, an individual has been granted a waiver and is not required to submit to certain medical examinations or treatments.

Entity Uses: Student

300 **Religious Consideration**--A restriction and other considerations for medical treatment because of the doctrines of an individual's religion.

Entity Uses: Student

301 **Other Special Health Needs, Information, or Instructions**--The description of detailed specific instructions (other than those included above) regarding an individual's medical or dental treatment as directed by the individual or his or her parents/guardian, or health care provider.

Entity Uses: Student

H. SPECIAL PROGRAM PARTICIPATION AND STUDENT SUPPORT SERVICES

This section includes information concerning student participation in support, enrichment, and special assistance programs as well as early childhood programs (not limited to special needs populations) available through federal, state, or local agencies, public or private schools, and for-profit, non-profit or other community-based organizations. Services may be instructional or non-instructional in nature and may be provided in school or other-than-school facilities. Also contained in this section is information about student eligibility identification and determination, program modification rationale, types of supplementary programs provided, service delivery, and monitoring efforts.

Entity Uses: Student
Evaluator
Service Provider
Program/Service

Identification Procedure--A description of the procedures used to identify a student as eligible for student support services or special assistance programs in early childhood, elementary or secondary education. These programs supplement regular services offered by a school. Eligibility is based upon characteristics of the status or condition of the student, his or her family, or their community, as mandated by program criteria.

302 **Identification Method**--The manner by which information about a student's potential need for special services was gathered. This information may suggest, but does not require, that a student receive supplemental services.

01 Education assessment--Use of a test or other assessment method to systematically evaluate a student's knowledge and skills, including language fluency, to determine the academic placement of the student, other than for special education.

02 Health assessment/screening--A comprehensive health evaluation to detect physical conditions that impair or limit a student's functional capacity, other than for special education.

03 Parent/guardian referral--A request by the student's parent/guardian.

04 Physician referral--A professional recommendation or prescription by a qualified medical doctor or personnel.

05 Self report/survey--Information offered by the student or his or her parent/guardian in response to questions in an interview or on a questionnaire.

06 Special education assessment/evaluation--Programs offered by schools or those available through public or private agencies that administer tests that assess the suspected disabilities, strengths and learning modalities of students who have been referred for special education. These assessments are used to determine appropriate educational placement and to develop an individualized education program (IEP) that will meet the student's special needs. Included are evaluations which measure the student's social-emotional growth; personality characteristics, independent living skills, sensory-motor, language and intellectual functioning; hearing and visual acuity; articulation and fluency; and other factors that have an effect on the student's ability to learn.

07 Teacher referral--The noted observation of facts about student behavior or actions by individuals who instruct the student.

99 Other

Entity Uses: Student

303 **Identification Results**--Information gathered by a qualified evaluator about an individual's need for a special program/service.

Entity Uses: Student

011 **Name of Individual**--See Section A.

Entity Uses: Evaluator
Service Provider

203 **Position**--See Section E.

Entity Uses: Evaluator
Service Provider

012 **Name of Institution**--See Section A.

Entity Uses: Evaluator
Service Provider

044 **Complete Permanent Address**--See Section A.

Entity Uses: Evaluator
Service Provider

046 **Telephone Status**--See Section A.

Entity Uses: Evaluator
Service Provider

047 **Telephone Number**--See Section A.

Entity Uses: Evaluator
Service Provider

048 **Facsimile (FAX) Number**--See Section A.

Entity Uses: Evaluator
Service Provider

049 **Electronic Mail Address**--See Section A.

Entity Uses: Evaluator
Service Provider

050 **Electronic Mail System**--See Section A.

Entity Uses: Evaluator
Service Provider

051 **Electronic Mail Carrier Contact**--See Section A.

Entity Uses: Evaluator
Service Provider

304 **Participation Eligibility Indicator**--An indication as to whether an individual is eligible to participate in a special program or receive support services, regardless of whether he or she is actually enrolled and participating. Eligibility is based upon the specific requirements of a given program.

01 Eligible
02 Not eligible

Entity Uses: Program/Service

305 **Program Participation Reason**--Identified status or reason that a student needs special or supplemental services.

01 Academic difficulty--An inability to reach or maintain expected educational levels appropriate for the student's age group, measured competence, or grade level.

02 Academic excellence/enrichment--An ability to exceed expected educational levels appropriate for the student's age group, measured competence, or grade level.

03 College admission preparation--A situation in which a student anticipates taking a college admission examination and subsequently participates in a preparation class.

04 Family background--A situation involving the student's family background or preference which requires modification in programs.

05 Language difficulty--A barrier to normal communication in the instructional setting, including an inability to read, speak, write, or understand the instructional language.

06 Health reason--A physical condition or an identified disability that may restrict the student's opportunities for academic success in regular classrooms.

07 Psychological reason--An emotional, attitudinal or behavioral condition which may affect the student's ability to succeed in a regular classroom.

08 Socioeconomic reason--A disadvantaged status because of a student's socioeconomic background which may affect the student's ability to succeed in a regular classroom.

99 Other

Entity Uses: Program/Service

306 **Program Participation Identification Date**--The month, day, and year on which a student is identified as being eligible to participate in special programs or to receive support services.

Entity Uses: Program/Service

Early Childhood Program Participation--Information about a child's care, education, and/or services from birth to enrollment in kindergarten (or first grade if kindergarten is not available). Programs include care, education, and/or services provided by a parent/guardian, by a relative other than a parent/guardian, and by a non-relative. Location, sponsorship, and funding of care, education, and/or services are also addressed.

307 **Caregiver/Early Childhood Program Provider**--A description of the individual or institution which provides care, education, and/or services to the child.

01 Parent/guardian care, education, and/or services--Care, education, and/or services provided by one or both of a child's parent/guardians.

02 Relative care, education, and/or services--Care, education, and/or services provided on a regular basis by an individual related to a child, other than a parent/guardian.

03 Non-relative care, education, and/or services--Care, education, and/or services provided by an individual not related to the child such as a babysitter, nanny, au pair, nurse, tutor, therapist, teacher, or other non-relative.

99 Other

Entity Uses: Program/Service

308 **Caregiver/Early Childhood Program Location**--The site or setting in which a child receives his or her early childhood care, education, and/or services.

01 A child's home--Care, education, and/or services provided in the child's home.

02 A home other than the child's--Care, education, and/or services provided in a home other than the child's.

03 A public or private school--Care, education, and/or services provided in a public or private school facility regardless of whether the programs are run by the school.

04 A center in a facility other than a public or private school--Care, education, and/or services provided in a center or in an institutional setting housed in a facility other than a school building. Program services may be in a church, at a workplace, a community-based agency, a university, or a social services agency.

05 Hospital or other treatment center--Residential care, education, and/or services provided in a hospital or other treatment center in order to aid children with health problems or other disabilities.

06 Shelter or orphanage--Residential care, education, and/or services provided in a non-treatment setting considered to be a temporary substitute for a family setting. Examples include orphanages, shelters for abused children, disaster shelters, or homeless shelters. These settings do not include homes that may be temporary in themselves but comprise a regular lifestyle. For example, temporary housing for migrant children should be categorized as a "home" location. Programs for homeless children should be categorized under the appropriate definition for the type of program: as "home" if offered in a temporary shelter, as "center-based" if offered in a center or other institution.

99 Other

Entity Uses: Program/Service

309 **Family Day Care Status**--An indication of the presence of other "non-sibling children" receiving care, education, and/or services with the child.

01 Other non-sibling children present
02 No non-sibling children present

Entity Uses: Program/Service

310 **Caregiver/Early Childhood Program Description**--The title (or description) which identifies the caregiver or the early childhood program in which a child participates (e.g., Head Start or University Child Development Center).

Entity Uses: Program/Service

311 **Early Childhood Program Sponsorship**--The type of organizational sponsorship of an early childhood program.

01 Public school sponsored program--Programs that are sponsored by a public school or local education agency.

02 Publicly sponsored program--Programs such as Head Start, Even Start, and Special Education that are sponsored by the federal government as well as programs such as "well baby" classes sponsored by state or local governments (including those programs sponsored by libraries and other agents of local government).

03 Non-profit and not-for-profit privately sponsored program--Programs that are sponsored by churches, charitable associations, private groups, employers, and similar organizations that provide services to children. They include non-profit and not-for-profit programs as specified by state and/or local authorities whether or not user fees are charged. They include tax-exempt and non-tax-exempt organizations as designated by the IRS using IRS rule 501(c)(3).

04 For-profit program--Programs sponsored by individuals or groups that have not been specified by state and/or local authorities as non-profit or not-for-profit organizations. They include tax-exempt and non-tax-exempt organizations as designated by the IRS using IRS rule 501(c)(3). Examples include independent, franchised, and chains of preschools, nursery schools, and day care centers.

Entity Uses: Program/Service

312 **Early Childhood Program Funding Source**--The primary method by which funds are generated in order to support a program.

01 Sponsor generated--Funding is received primarily from the sponsor.

02 Client tuition/fees--Funding is received primarily from those revenues generated by tuition and/or fees paid for early childhood services.

03 Both sponsor generated and client tuition/fees--Funding is received from both sponsorship and tuition or fees.

99 Other

Entity Uses: Program/Service

313 **Early Childhood Program Components**--A description of the major purposes and contents of care, education, and/or services provided to an individual (e.g., care and education, medical and dental health, nutritional health, mental health, other health, parent/guardian involvement, social services).

Entity Uses: Program/Service

Individualized Education Program Information--Information regarding efforts made to develop, implement, and revise an Individualized Education Program (IEP) or other individualized programs for students requiring such services.

314 **Individualized Program Type**--A designation of the type of program developed for a student.

01 Individualized education program (IEP)--A written instructional plan for students with disabilities designated as special education students under the Individuals With Disabilities Education Act (IDEA-Part B) which includes: 1) a statement of present levels of educational performance of a child; 2) a statement of annual goals including short-term instructional objectives; 3) a statement of specific educational services to be provided and the extent to which the child will be able to participate in regular educational programs; 4) a projected date for initiation and anticipated duration of services; and 5) appropriate objectives, criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

02 Individualized learning program (ILP)--An instructional plan tailored for an individual student that serves as a framework for achieving both institutional requirements and personal objectives.

03 Individualized family service program (IFSP)--A written plan for providing early intervention services to a child (and his or her family) eligible under the Individuals With Disabilities Education Act (IDEA-Part B).

99 Other

Entity Uses: Student

315 **Individualized Program Date Type**--An indication of the significance of a date to an individualized program.

01 Development date
02 Implementation date
03 Tentative revision date
04 Revision date
99 Other

Entity Uses: Student

316 **Individualized Program Date**--The month, day, and year on which the status of an individualized program for a student is significantly altered.

Entity Uses: Student

317 **Number of Minutes per Week Mainstreamed**--The number of minutes per week that a student with disabilities is served in a regular classroom with his or her non-disabled peers.

Entity Uses: Student

Special Program and Student Support Service Participation--Information regarding the student's participation in one or more special programs after an identification process has been completed.

318 **Special Assistance Program Type**--Services that result specifically from the receipt of federal, state, and local funds or other assistance by the school, the school district, the student, or his or her family, as designated by a grant, act, or public program. Such assistance (e.g., Chapter 1 funds) is used explicitly for purposes specified by the appropriator. The allocation of funds is usually dependent upon the status or condition of the student and/or his or her family. Eligibility requirements may be based upon such diverse factors as income level, educational achievement, veteran's status, obsolescent occupation, and/or disabilities of individuals within an identifiable population or carefully drawn geographic or political subdivision.

(Note: A list of federally-funded educational programs is included in Appendix L.)

Entity Uses: Program/Service

319 **Benefit Type**--Degree and focus of service a student receives as a result of student support or special assistance programs.

01 Direct--Resources and services are specifically provided for, and rendered to, the student.

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02 Incidental--Resources and services are provided to the state education agency (SEA), intermediate agency, and/or local education agency (LEA) for programs aimed at designated groups. Usually students identified as needing special assistance are counted in a larger population with the size determining the amount of funding.

03 Both direct and incidental--Resources and services are provided for and rendered to the student both directly and incidentally (e.g., special education).

Entity Uses: Program/Service

320 **Program Funding Source**--Ultimate and intermediate providers of funds for a particular program or service.

01 Federal government
02 State government
03 Local government
04 Intermediate agency or government
05 Local administrative unit
06 School
07 Business
08 Community
09 Parent/guardian (tuition/fees)
10 Parent/teacher organizations
11 Individuals (endowments)
12 Foundations and other charitable organizations
13 Religious organizations
14 Parent/guardian's employer
15 Unions
16 Fraternal organizations
17 Insurance
99 Other

Entity Uses: Program/Service

321 **Instructional Program Service Type**--Special, modified educational services provided for students who are identified as needing such services.

01 Bilingual education--Any program of instruction that uses more than one language to teach a content area (e.g., Developmental Bilingual Education (DBE) or two-way bilingual education).

02 Compensatory education for the disadvantaged--Programs which meet the special needs of low-achieving children in poor neighborhoods. Services primarily consist of remedial instruction in basic skills, counseling, and other supplemental non-instructional support.

03 English as a Second Language (ESL)--Programs in which ESL students are placed in regular immersion instruction for most of the school day but receive extra instruction in English for part of the day. This extra help is based on a special curriculum designed to teach English as a second language. The non-English home language may or may not be used in conjunction with ESL instruction.

04 English language development--Programs of language development that go beyond the teaching of basic vocabulary and grammar skills, and are designed to parallel English language instruction for native speakers in content and approach. In such programs, English vocabulary and mechanics are often embedded in engaging content and/or literature.

05 Gifted and talented--Programs that provide special educational opportunities including accelerated promotion through grades and classes and an enriched curriculum for students who are endowed with a high degree of mental ability or who demonstrate unusual physical coordination, creativity, interest, or talent (often in the visual or performing arts).

06 Remedial education--Programs that are designed to develop specific cognitive skills, usually in language arts or mathematics, from a deficient level to one that is appropriate to the educational abilities and aspirations of the student.

07 Special education--Specially designed programs, at no cost to the parent/guardian, that meet the needs of a child with disabilities including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions. The term also includes speech pathology, or any other related service, if the service consists of specially designed instruction at no cost to the parent/guardian and meets the unique needs of a child with disabilities, and is considered "special education" rather than a "related service" under state standards. The term also includes vocational education if it consists of specially designed instruction, at no cost to the parent/guardian, which meets the unique needs of the child.

08 Transitional Bilingual Education (TBE)--Programs in which reading is initially taught in both the students' non-English home language and their second language (English) until their English is proficient enough for them to participate successfully in a regular classroom. Use of the non-English home language is phased out as regular English instruction is gradually phased in.

09 Vocational education--Organized educational programs focusing on the preparation of individuals for paid or unpaid employment, or for a career requiring training other than a baccalaureate or advanced degree.

10 Exam preparation education--A set of classes designed to prepare students for college admissions testing.

99 Other

Entity Uses: Program/Service

322 **Student Support Service Type**--Type of related or ancillary services provided to an individual or a group of individuals within the formal educational system or offered by an outside agency which provides non-instructional services to support the general welfare of students. This includes physical and emotional health, the ability to select an appropriate course of study, admission to appropriate educational programs, and the ability to adjust to and remain in school through the completion of programs. In serving a student with an identified disability, related services include developmental, corrective, or supportive services required to ensure that the individual benefits from special education.

01 Adaptive physical education--Programs designed to foster the development of the following physical activities: physical and motor fitness; fundamental motor skills and patterns; skills in aquatics and dance, including individual and group games; and sports (including intramural and lifetime sports). This term also includes special physical education, adapted physical education, movement education, and motor development.

02 Art therapy--Programs that enable individuals who have mental, emotional or social problems to achieve self-expression and emotional release by communicating their emotions and conflicts graphically through painting, drawing, sculpting or other art forms. Art therapy can be used as a diagnostic tool or a treatment technique.

03 Assistive technology services--Programs that directly assist an individual with disabilities in the selection, acquisition, or use of an assistive technology device. Such assistance includes: 1) the evaluation of the needs of an individual, including a functional evaluation of the individual in his or her customary environment; 2) purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices; 3) selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices; 4) coordinating and using other therapies, interventions, or services (e.g., those associated with existing education and rehabilitation plans and programs); 5) training and technical assistance for an individual or, if appropriate, an individual's family members; and 6) training or technical assistance for professionals (including those providing education or rehabilitation services), employers, or other individuals who are substantially involved in the major life functions of an individual with disabilities.

04 Audiological services--Services which include: 1) identification of individuals with hearing loss; 2) determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention; 3) provision of habilitating activities such as language habilitation, auditory training, speech reading (lipreading), hearing evaluation, and speech conservation; 4) creation and administration of programs for prevention of hearing loss; 5) counseling and guidance of students, parent/guardians, and teachers regarding hearing loss; and 6) determination of an individual's need for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

05 Case management services--Programs that develop case plans for the evaluation, treatment and/or care of individuals who, because of age, illness, disability or other difficulties, are unable to arrange for services on their own behalf. The services also assess the individual's needs, coordinate the delivery of services, ensure that services are obtained in accordance with the case plan, and monitor progress to ensure that services are having a desired impact.

06 Children's protective services--Programs that investigate reports of child abuse, neglect, and abandonment, and provide for the temporary placement of a child who, for his or her own protection, has been removed from the custody of his or her parent/guardians. Program staff work with families that are experiencing the problem of child abuse with the objective of facilitating continued family unification or reunification. These programs also provide ongoing support services for children in permanent placement.

07 Early intervention services--A program which provides services that: 1) are designed to meet the developmental needs of each child and family eligible, and are focused on enhancing the

child's development; 2) are selected in collaboration with the parent/guardian; 3) are provided under public supervision by qualified personnel, in conformity with an individualized family service plan; 4) are offered at no cost unless subject to federal or state law mandating a system of payments (based on a schedule of sliding fees); and 5) meet the standards of the state. Early intervention services must be provided by qualified personnel.

08 Educational therapy--Programs that provide diagnostic and treatment services which combine psychotherapeutic and tutorial techniques for individuals who have learning disabilities such as dyslexia, perceptual problems, emotional problems or other difficulties.

09 Family counseling--Programs that offer therapeutic sessions that focus on the system of relationships and communication patterns between family members and attempt to modify those relationships and patterns to achieve greater harmony. The therapist focuses on the family as a unit rather than concentrating on the member who has been singled out as being in need of treatment.

10 Free-breakfast program--A federally-funded program that provides supplemental nutrition in the form of a free meal at the beginning of the school day for income-eligible students who are unable to pay the full cost. Public, private, and non-profit schools participating in the program are reimbursed for the breakfasts served. (See also option 25, Reduced-price breakfast program.)

11 Free-lunch program--A federally-funded program that provides supplemental nutrition in the form of a free meal at noon time for income-eligible students who are unable to pay the full cost. Public, private, and non-profit schools participating in the program are reimbursed for the lunches served. (See also option 26, Reduced-price lunch program.)

12 Guidance counseling--Programs that provide advice and guidance for students who need assistance in choosing courses or areas for major study, preparing for a vocation or further education, or coping with personal or learning problems.

13 Health care--Programs whose primary purpose is to help individuals achieve and maintain physical well-being through the study, prevention, screening, evaluation and treatment of individuals who have illnesses, injuries, or disabilities.

14 Interpretation for the hearing impaired--Services that enable individuals who have hearing impairments to communicate their needs manually, verbally or in writing.

15 Mental health counseling--Programs that specialize in the treatment of students who have adjustment or behavior problems, emotional disturbances, personality disorders, incipient illness, and/or other comparable conditions.

16 Music therapy--Programs that use music and music-related activities to help the student maintain mental functioning, to facilitate social and emotional growth, to promote communication, to develop constructive use of leisure time and to improve or maintain motor and perceptual skills. Music can be used as a passive agent as in the case of listening to music to aid in reminiscence, reality orientation or relaxation; or as an active creative process in which the client participates in musical production.

17 Note-taking assistance--Programs that assist students who are unable to make their own record of classes or lectures.

18 Occupational therapy--Services that address the functional needs of an individual relating to self-help skills, adaptive behavior and play, and sensory, motor, and postural development. These services are designed to improve the individual's functional ability to perform tasks in the home, school, and community settings and include: 1) identification assessment and intervention; 2) adaptation of the environment, and selection, design and fabrication of assistive and orthodontic devices to facilitate the development of functional skills; and 3) prevention or minimization of the impact of initial or future impairment, delay in development, or loss of functional ability.

19 Orientation and mobility services--Programs that help individuals who are blind or who have visual impairments to develop the fundamental spatial concepts and skills that are necessary for maximum mobility and independent living. Instruction focuses on moving safely and efficiently in the school, home or community environment, and usually includes procedures for street crossings, travel in unfamiliar areas, utilization of public transportation, and appropriate use of aids such as sighted guides or canes.

20 Parenting skills assistance--Programs that offer classes, groups, or other educational opportunities for parents or potential parents who want to acquire the knowledge and skills to be effective in their parenting role.

21 Peer services--Programs that specialize in assisting the student through peer interaction. Such programs include peer counseling, tutoring, and leadership activities.

22 Physical therapy--Services to prevent or alleviate movement dysfunction and related functional problems that include: 1) screening of children and youth with disabilities to identify movement dysfunction; 2) obtaining, interpreting, and integrating information appropriate to program planning; and 3) providing direct therapeutic services.

23 Reader service--Programs that provide textbook reading services for individuals who are blind or have visual impairments.

24 Recreation service--Programs which may include: 1) assessment of leisure function; 2) therapeutic recreation services; 3) recreation programs in schools and community agencies; and 4) leisure education.

25 Reduced-price breakfast program--A federally-funded program that provides supplemental nutrition in the form of a reduced cost meal at the beginning of the school day for income-eligible students who are unable to pay the full cost. Public, private, and non-profit schools participating in the program are reimbursed for the breakfasts served. (See also option 10, Free breakfast program.)

26 Reduced-price lunch program--A federally-funded program that provides supplemental nutrition in the form of a reduced cost meal at noon time for income-eligible students who are unable to pay the full cost. Public, private, and non-profit schools participating in the program are reimbursed for the lunches served. (See also option 11, Free lunch program.)

27 Rehabilitation counseling services--Programs that provide a combination of treatment and education services designed to restore maximum functioning, a sense of well-being, and a personally satisfying level of independence in individuals who have temporary or permanent disabilities.

28 School clothing--Programs that pay for or provide new or used clothing to students who have nothing appropriate to wear to school and whose parent/guardians are unable to afford these items at retail prices.

29 School health nursing services--Services provided by a qualified school health nurse or other registered nurse/nurse practitioner.

30 Special transportation--Transportation arrangements provided to students to and from home, school, or other service sites.

31 Speech therapy--Individual or group therapy sessions which focus on the remediation of specific articulation problems including: 1) speech sounds that are omitted, replaced by substitute sounds, or distorted; 2) voice problems in which pitch, loudness or quality of voice are affected; or 3) stuttering.

32 Study skills assistance--Programs that provide individual or small group assistance for students who want to improve their study habits, test preparation skills and test-taking techniques.

33 Substance abuse education/prevention--Programs that provide a variety of services including: 1) individual, group, and/or family counseling; 2) knowledge and skill-enhancing activities; and 3) structured groups that focus on family dynamics, problem solving, self-esteem, and/or similar issues. These programs care for students who are at risk of drug abuse, e.g., those who are currently in an experimental stage (light use), who have family members or peer groups who use alcohol or drugs, or who have behavioral, emotional, or other problems at home, in school, in the community, or with the criminal justice system. Substance abuse education programs also offer presentations about the risks of substance use to students at their schools as well as in various other community settings.

34 Teen/adolescent family planning--Programs that offer family planning services including pregnancy counseling, birth control, and pregnancy testing which are especially designed to meet the needs and concerns of teenage students who are pregnant or are concerned about becoming pregnant or impregnating.

35 Test assistance--Programs that provide assistance for students with disabilities who need help in reading or writing responses to test items. Examples of such assistance include the administration of untimed tests and the presence of test facilitators for autistic children.

36 Translating/interpreting--Services that allow individuals who can not comprehend or communicate using either the spoken or written word to understand and express themselves (e.g., foreign language translator and sign language interpreter).

37 Tutoring services--Individualized or small group instruction for students who need assistance in learning one or more components of a prescribed curriculum. Tutoring usually supplements

a regular school program, and may be provided by peer students, teachers, or other personnel at school, in an individual's home, or at a community agency site.

38 Vision services--Services that include: 1) evaluation and assessment of visual functioning, including the diagnosis and appraisal of specific visual disorders, delays, and disabilities; 2) referrals for medical or other professional services necessary for the habilitation or rehabilitation of visual functioning disorders; and 3) training for communication, orientation and mobility, visual, and independent living skills, and any additional training necessary to activate visual motor abilities.

99 Other

Entity Uses: Program/Service

323 **Transitional Support Service Type**--Services that aim to: 1) strengthen and coordinate special programs and related services for individuals with special needs, including students with disabilities, who are currently in school or have recently left school and may benefit from assistance during the transition to postsecondary education, vocational training, competitive employment (including supported employment), continuing education or adult services; 2) stimulate the improvement and development of programs for secondary special education; and/or 3) stimulate the improvement of vocational and life skills to enable students with special needs to be better prepared for transition to adult life and services.

01 Case management services--Programs that develop case plans for the evaluation, treatment and/or care of individuals who, because of age, illness, disability or other difficulties, are unable to arrange for services on their own behalf. The services also assess the individual's needs, coordinate the delivery of services, ensure that services are obtained in accordance with the case plan, and monitor progress to ensure that services are having a desired impact.

02 Communication services--Programs that help participants develop or refine their communication skills, usually by focusing on communication in a particular context (e.g., helping a parent/guardian communicate with a child or helping professionals communicate with their clients). Training may emphasize active listening skills, problem-solving skills, conflict resolution techniques, body language, empathy, sensitivity to the values and/or cultural background of others, genuineness and other facets of the communication process.

03 Community recreational services--Programs that provide equipment and facilities that ensure that individuals with special needs can participate in specific recreational activities, games, or sports of their choice, regardless of age.

04 Independent living--Assistance provided to individuals with special needs including those with disabilities: 1) to learn the basic skills of daily living through individual and group counseling and instruction; 2) to experience and practice coping with real or simulated life situational demands; or 3) to use assistive devices, special equipment, or specialized assistants.

05 Mental health services--Programs that provide services to individuals who have been hospitalized for treatment of acute or chronic mental or emotional disturbances, and facilitate their return to the community. The programs also offer psychiatric treatment in a setting that is less restrictive than inpatient hospitalization.

06 Residential services--Programs that provide a therapeutic living environment in community-based residential facilities for individuals with special needs, including those with emotional and/or behavioral problems. Such individuals require a structured, supervised treatment program which may include individual, group, family, and other treatment modalities as appropriate.

07 Supported employment services--Programs that find paid, meaningful work in a variety of integrated settings for individuals who have special needs, including those with developmental disabilities. Services include assigning a "job coach" to work side-by-side with each client, offering advocacy to the employer and other employees, training in basic job skills and work-related behaviors, assisting with specific tasks as needed, and providing initial and ongoing support as required to ensure that the individual retains competitive employment.

08 Technological aids--Structural or sensory aids provided to students with special physical or physiological needs in order to help them to better adapt to everyday work and/or learning environments.

09 Transportation services--Services that provide transportation for individuals, or make arrangements to transport individuals, to and from sites in which they are involved in vocational or life situations.

10 Vocational rehabilitation training and job placement--Programs that provide adaptive vocational training as a method of rehabilitating students with special needs, including those with disabilities. Program support continues beyond the rehabilitation and training phases, and includes job placement services.

99 Other

Entity Uses: Program/Service

324 **Service Description**--The title (or description) which identifies a particular service that a student receives.

Entity Uses: Program/Service

Special Program/Services Delivery--The prescribed and planned arrangement in which programs/services are provided, including the location, setting, funding, and timing.

325 **Care/Service Frequency**--The average number of days per week that care, education, and/or services are provided to an individual.

01 0 days
02 1 days
03 2 days
04 3 days
05 4 days
06 5 days
07 6 days
08 7 days
09 Occasional care (as on an as-needed basis)

Entity Uses: Program/Service

326 **Care/Service Day Status**--An indication as to whether care, education, and/or services provided to an individual takes place during full-day or part-day sessions.

01 Full-day
02 Part-day
99 Other

Entity Uses: Program/Service

327 **Care/Service Intensity**--The average number of hours or portion of hours per week that care, education, and/or services are provided to an individual.

Entity Uses: Program/Service

328 **Care/Service Duration**--The average number of weeks per year that care, education, and/or services are provided to an individual.

Entity Uses: Program/Service

329 **Care/Service Beginning Date**--The month, day, and year on which an individual first receives program services.

Entity Uses: Program/Service

128 **Location of Instruction/Services**--See Section C.

Entity Uses: Program/Service

129 **Location of Instruction/Services Description**--See Section C.

Entity Uses: Program/Service

330 **Service Setting**--The setting and circumstance in which a student is served (i.e., the educational placement of the student).

01 Early intervention classroom/center--A site at which early intervention services are provided.

02 Homebound placement instruction--Programs that provide itinerant instructional services for students who are unable to leave their homes to attend regular or special day classes because of non-contagious medical conditions, physical disabilities, or emotional problems. Teleclasses, which use special conference-type telephone equipment to provide instruction, may also be provided for these students.

03 Hospital placement instruction--Programs that provide itinerant instructional services for students who are unable to leave medical treatment facilities to attend regular or special day classes because of non-contagious medical conditions, physical disabilities, or emotional

problems. Teleclasses, which use special conference-type telephone equipment to provide instruction, may also be provided for these students.

04 Regular class placement--A regular class in which students with and without special needs are served in a regular elementary or secondary school class (e.g., children and youth with disabilities are mainstreamed). This may include, for example, children with disabilities placed in: 1) regular classes which provide special education/related services within the classes; 2) regular classes which provide special education/related services outside the classes; or 3) regular classes with special education/related services provided in a resource room.

05 Outpatient service facility--Health center, clinics, departments within hospitals, and other facilities that provide walk-in, walk-out diagnostic and treatment services for individuals whose care does not require confinement or a hospital stay.

06 Private residential placement--Residential facilities not under federal, state, or local supervision or control that provide long- or short-term treatment and services, including special education and related services to children with and without disabilities.

07 Private separate day school placement--A nonresidential facility (e.g., a special education school building) not under federal, state, or local supervision or control in which children with special needs receive special education and/or other services.

08 Public residential placement--Residential facilities under federal, state, or local supervision or control that provide long- or short-term treatment, including special education and related services to children with and without disabilities.

09 Public separate day school placement--A nonresidential facility (e.g., a special education school building) under federal, state, or local supervision or control in which children with special needs receive special education and/or other services.

10 Resource room placement (pull-out program)--A classroom that is not a regular classroom in which children with special needs receive special education and/or other services. This may include children placed in resource rooms that provide special education/related services, or resource rooms with part-time instruction in a regular class.

11 Separate class placement--A classroom in which children with special needs receive special education and/or other services outside of the regular classroom. This includes only children educated on a regular campus. It does not include students who receive education programs in public or private separate day or residential facilities. It may include: self-contained special classrooms with part-time instruction in a regular class, or self-contained special classrooms with full-time instruction on a regular school campus.

99 Other

Entity Uses: Program/Service

Service Provider--The individual or organization responsible for administering the program/service.

331 **Service Provider Type**--The qualified individual or licensed organization (if licensing is necessary) responsible for serving the student.

01 Teacher--A professional school staff member responsible for providing learning experiences and care to students during a particular time period or in a given discipline.

02 Health nurse--Certified, licensed, registered nurse or nurse practitioner who provides any of the following services: 1) case finding activities to include health appraisal, screening for developmental maturation/milestones, vision and hearing acuity, speech, dental, deviations, spinal deviations, growth, and nutritional disorders; 2) nursing care procedures that include immunization, medication-monitoring and administration, nursing assessment, and procedures related to the health impaired student's Individual Health Plan (IHP); 3) care coordination and outreach to children who do not otherwise receive preventive health care, follow-ups to assure referral completion, home visits for follow-up planning or home environment assessment, and interim prenatal or family planning and monitoring; 4) patient/student counseling or instruction to include nursing assessment, counseling, and anticipatory guidance to maintain wellness or provide assistance for identified health problems or concerns; 5) emergency care to include emergency care management of a student with chronic or debilitating health impairment, nursing assessment, emergency response treatment, emergency administration of medication and triage, and preventive action plan; and 6) other related services as necessary.

03 Social worker--Certified, licensed, or otherwise qualified professional who provides the following services: 1) preparing a social or developmental history on a student with disabilities; 2) group and individual counseling with a student and his or her family; 3) working with those problems in a student's living situation (home, school, and community) that affect adjustment in school; 4) mobilizing school and community resources in order to enable the student to receive maximum benefit from his or her educational program; and 5) other related services as necessary.

04 Psychologist--Certified, licensed, or otherwise qualified professional who provides the following services: 1) administering psychological and educational tests, and other assessment procedures; 2) interpreting assessment results; 3) obtaining, integrating, and interpreting information about student behavior and conditions relating to learning; 4) consulting with other staff members in planning school programs to meet the special needs of students as indicated by psychological tests, interviews, and behavioral evaluations; 5) planning and managing a program of psychological services, including psychological counseling for students and parents; and 6) other related services as necessary.

05 Counselor--A staff member responsible for guiding individuals, families, groups, and communities by assisting them in problem-solving, decision-making, discovering meaning, and articulating goals related to personal, educational, and career development.

06 Therapist--An individual who provides services designed to treat disease, illness, or disability.

07 Learning alternative specialist--An individual who specializes in working with students who are most receptive to alternative learning styles.

08 Peer--A fellow student from the same school. Examples of services performed by peers include counseling, tutoring, and mentoring.

09 Parent/Community volunteer--An individual who offers service of his or her own free will without expectation of compensation or reward. Examples of services performed by volunteers include counseling, tutoring, and mentoring.

10 Community-based agency representative--Staff from a community-based agency (e.g., a library or museum) that provides students with services not normally offered or provided by a school and its staff.

11 Hospital staff--A medical staff person who provides services in a hospital (e.g., a physician, a nurse, or other professional medical staff).

12 Clinic staff--A medical staff person who provides services in a clinic (e.g., a physician, a nurse, or other professional medical staff).

99 Other

Entity Uses: Service Provider

Monitoring Procedure--A description of the procedures used to monitor the participation and progress of a student enrolled in special programs or student support services that are in place of or in addition to normal services offered by the school.

332 **Monitoring Method**--The manner by which information about a student's participation and progress was gathered.

01 Counselor report--The noted observation of facts about student behavior or actions by a qualified counselor who has accepted the responsibility of advising or evaluating the student.

02 Home visitation--Evaluation based upon a visit to the student's residence.

03 Interview--A personal conversation convened to receive information.

04 Parent/guardian report--The noted observation of facts about student behavior or actions by the student's parent/guardian.

05 Peer report--The noted observation of facts about student behavior or actions by his or her peers containing information relevant to group counseling.

06 Health care provider report--A professional assessment of the student's condition and progress by a qualified health care provider.

07 Self report/survey--Information offered by a student or his or her parent/guardian in response to directed questions via a questionnaire or a telephone interview.

08 School health nurse report--A review of the student's school health record and noted results of nursing assessments, Individual Health Plan (IHP), and progress outcomes of activities undertaken by a qualified school health nurse.

09 Social worker report--The noted observation of facts about student behavior or actions by a qualified social worker who has been charged with advising the student.

10 Teacher report--The noted observation of facts about student behavior or actions by school staff members responsible for the instruction of the student.

99 Other

Entity Uses: Program/Service

333 **Remarks**--Further information or comments about the student's participation and/or progress in early childhood, student support, and/or special assistance programs. This section may include information from submitted reports used to monitor the student.

Entity Uses: Program/Service

Program Exit--Information regarding the termination of a student's program services.

334 **Care/Service Ending Date**--The month, day, and year on which an individual last participated in or received program services.

Entity Uses: Program/Service

335 **Program Exit Reason**--The documented or assumed reason a student is no longer being served by a special program.

01 Graduated with a high school diploma--The student received a legally recognized document certifying the completion of high school education.

02 Received certificate of completion, modified diploma, or finished IEP requirements--The student received a certificate or diploma, other than a high school diploma, signifying the completion of an individualized education program (IEP) or a secondary education program.

03 Program concluded--The student has completed the requirements and/or received all services constituting the program, or the program/service has ceased to be offered.

04 Reached maximum age--The student has reached the upper age mandate for providing special education and related services, or other program/services, as defined by state law, practice, or court order.

05 Returned to regular education--The student will no longer participate in special program/services currently being offered and will begin a regular program of education.

06 Refused services--Despite school recommendation and identified eligibility, the student (or his or her parent or guardian) refused services offered in special program/services.

07 Transferred to another district or school, known to be continuing in program/service--The student has enrolled in another district or school and will continue to participate in the program/service.

08 Transferred to another district or school, not known to be continuing in program/service-- The student has enrolled in another district or school, but specific information about his or her program/service participation is not known.

09 Suspended from school--The student has been temporarily dismissed from school, and is precluded from participating in programs.

10 Discontinued schooling, special education only--The student with disabilities was enrolled in school at some point in the reporting year, was not enrolled at the end of the reporting year, and did not exit through any other basis (i.e., graduated with diploma; graduated with certificate; reached maximum age; transferred, known to be continuing; transferred, not known to be continuing; or died). This term includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

11 Discontinued schooling, not special education--The student (who was participating in a program other than special education) was enrolled in school at some point in the reporting year, but was not enrolled at the end of the reporting year, and did not exit through any other basis (i.e., graduated with diploma, graduated with certificate; reached maximum age; transferred, known to be continuing; transferred, not known to be continuing; or died).

12 Died--The student's name has been removed from school membership rolls because of his or her death.

99 Other

Entity Uses: Program/Service

I. DISCIPLINE

This section contains information regarding student discipline. It includes the nature of an offense, type of disciplinary action, dates of disciplinary action and the individual administering the disciplinary action.

Entity Uses: Student
Disciplinarian

Nature of Offense--Information under this category contains data elements relating to the description and severity of the offense.

336 **Offense Type**--A violation or infraction of a specified code established by the school or civil authorities.

01 Infraction of school rules--An act committed or omitted in violation of any of the established codes of the school or school board of education.

02 Criminal offense--An act committed or omitted in violation of a civil law forbidding or commanding specific conduct and for which punishment is imposed upon conviction.

03 Chronic truancy--The act of staying out of school without permission for an unexcusable amount of time as determined by state and local policy.

99 Other

Entity Uses: Student

337 **Offense Description**--A detailed account of the infraction.

Entity Uses: Student

338 **Offense Occurrence Date**--The month, day, and year on which the infraction occurred.

Entity Uses: Student

339 **Offense Occurrence Location**--A designation or description of the site at which the infraction took place.

01 On school property--A location within the boundaries of school property.

02 A school-related function outside of school property--Any location beyond school boundaries where the school still has responsibility for the student (e.g., on a field trip or at an interscholastic athletic event).

03 A non-school related function without appropriate supervision--A function held at a non-school facility where appropriate supervision is not provided (e.g., a student in boarding school attending a party off-campus without parental supervision).

99 Other

Entity Uses: Student

Disciplinary Action--Information in this category relates to the type and extent of disciplinary action taken by authorities.

340 **Disciplinary Action Type**--The method of punitive or corrective action taken by the school or court authority to reprimand or rehabilitate a student after an offense is committed.

01 Community service--Service that is done for the community (often measured in hours served). Such service may include clean-up or any other type of work desired by the community.

02 Corporal punishment--An act of physical punishment (e.g., paddling a student).

03 Counseling (mandatory)--The act of requiring a student to participate in counseling services regarding the specific occurrence.

04 Demerit--A mark recorded against a student for poor conduct.

05 Detention--The act of mandating a student to attend supervised sessions during non-instructional hours.

06 Documented warning--An instance in which a student is officially admonished and/or advised about expected future action or conduct.

07 Expulsion--An action, taken by school authorities, compelling a student to withdraw from school for reasons such as extreme misbehavior, chronic absenteeism and/or tardiness, incorrigibility, or unsatisfactory achievement or progress in school work.

08 In-school suspension--The temporary dismissal of a student from classes by duly authorized school personnel in accordance with established regulation, served under supervision during school hours.

09 Letter of apology--The act of mandating that a student submit a formal letter of apology for an offense committed. Such an apology may remove the offense from the student's record.

10 Out-of-school suspension--The temporary dismissal of a student from classes by duly authorized school personnel in accordance with established regulation, served outside of school.

11 Physical activity--An action taken by school officials, as part of a disciplinary process, that forces a student to participate in a physical activity (e.g., running laps or a specified number of push-ups).

12 Privilege restriction--The act of taking away a student's privileges for a designated length of time (e.g., recess or access to the candy machine).

13 Probation--The act of restricting a student from school or school functions with terms and/or guidelines. Release from suspension is given after necessary terms of the action are met (e.g., a specified period of time during which the offense in question is not recommitted).

14 Referral to juvenile justice system--A disciplinary action in which school officials refer a student to the civil juvenile justice system for further action.

15 Reprimand--An action taken by school officials, as part of the disciplinary process, in which a student is rebuked for an offense.

16 Transfer to alternative program--An action taken by school officials, as part of the disciplinary process, that forces a student to enroll in an alternative program.

17 Transfer to institution--The withdrawal of a student from school by mandate of school officials or a court order and subsequent placement of the student into an institution.

18 Unsatisfactory behavior grades--An instance in which a student receives an official appraisal from school personnel that indicates unsatisfactory behavior.

99 Other

Entity Uses: Student

341 **Disciplinary Action Description**--A summary specifying the terms and consequences of a given act of discipline.

Entity Uses: Student

342 **Disciplinary Action Status**--An indication of the duration of the disciplinary action.

01 Permanent--A disciplinary action that lasts indefinitely.

02 Temporary--A disciplinary action that continues for a fixed amount of time.

Entity Uses: Student

343 **Disciplinary Action Beginning Date**--The month, day, and year that the disciplinary action begins.

Entity Uses: Student

344 **Disciplinary Action Ending Date**--For a temporary disciplinary action, the month, day, and year that the action ends.

Entity Uses: Student

011 **Name of Individual**--See Section A.

Entity Uses: Disciplinarian

345 **Disciplinary Action Authority**--The position of an individual who assumes, or who has been assigned to assume, responsibilities involving the resolution of discipline problems. Tasks may include the administration of punishment, the supervision of detention and in-house suspension, and the coordination of other disciplinary matters.

01 Commandant of cadets--An individual who serves as the chief officer of cadets.

02 Conduct review board--Staff members who analyze the student's actions and decide on the appropriate disciplinary action.

03 Dean--An individual in school administration who is in charge of a special section of students or of the whole student body.

04 Guidance counselor--A staff member who has been assigned specific duties and school time to carry out recognized functions of the guidance and counseling programs.

05 In-house supervision staff--Staff members who supervise in-house suspension activities who are usually trained in psychology and behavior modification.

06 Law enforcement officer--A member of the division of government organized for maintaining law and order and the prevention of and investigation of crime.

07 Peer leader--A student (e.g., a ranking cadet in a military school) who controls discipline in the classroom.

08 Prefect--An individual who oversees students in nonacademic areas which might include discipline.

09 Principal/head--A staff member performing the assigned activities of the administrative head of a school (not school district) who has the major responsibility for the coordination and direction of the activities of the school.

10 Resident/dormitory supervisor--An individual who supervises a dormitory. This individual might be a student.

11 Secretary--A staff member who assists any other school staff with clerical and administrative duties.

12 Security officer--A person hired by the school to provide protection to individuals and safeguard the school facility.

13 School board member--A member of the elected or appointed body in charge of local public schools.

14 Superintendent--The administrative head of a local education agency.

15 Teacher--A professional school staff member responsible for providing learning experiences and care to students during a particular time period or in a given discipline.

16 Teacher's aide--A person who assists a teacher with routine activities associated with teaching. These activities (which may require making minor decisions regarding students) include monitoring, assisting with learning activities, operating equipment, and performing clerical work.

17 Vice Principal--A staff member who assists in the duties assigned to the principal.

99 Other

Entity Uses: Disciplinarian

Chapter 4

APPLICATIONS OF THE HANDBOOK

This handbook is designed to be a tool for promoting the use of standard terminology in describing students and schools. There are numerous ways in which this handbook can be used. Education agencies may use this handbook to identify certain core information that should be collected and reported by schools. The definitions will be especially useful in the development of reporting forms by helping to ensure that comparable data are collected. School and school district personnel may use the handbook to help them identify what information they would like to keep on individual students for making instructional and management decisions. Researchers may use this handbook to identify types of information that could be collected about individual students and to develop data collection instruments to obtain the information. Persons who are writing about the education enterprise could use this handbook to identify vocabulary that is recognizable and acceptable to the field.

A major use of this handbook can be the development of more standardized methods of maintaining administrative data about students. More and more schools, local administrative units, and state education agencies are working together to identify essential pieces of information that should be collected about all students, including special groups such as migrant students and special education students. These data are used for simple record-keeping as well as for performing analytical studies for informed decision-making. Software developers may use this handbook to assist in the development of products that will meet the needs of the schools for a variety of purposes.

The selection of data elements for inclusion in a data collection activity must be done with care and sensitivity to the confidentiality of information. Data elements should be selected if they meet identified needs for administrative, instructional, or analytical purposes.

The SPEEDE/ExPRESS program, described in Chapters 1 and 2, has focused on identifying the essential components of a student record that should be sent with a student when he or she moves from one district to another, from high school to a postsecondary institution, and between postsecondary institutions. The SPEEDE/ExPRESS format does not require that data be maintained in a standard format, rather it provides a means for crosswalking data from an existing format into the standard format.

Because so many local, state, and federal education agencies, both public and private, see the utility of automating the collection of data on individual students and the electronic exchange of student records, there is much interest in developing standard formats to promote comparability. This chapter provides one possible design of a student record system using the data terms and entities from Chapter 3. This design could provide the essential student record information for the SPEEDE/ExPRESS format.

Another possible application of this handbook and the information in this chapter is in the design of a data collection instrument and the format for how data will be entered into a computer format for analysis. Researchers who use these data elements and formats will benefit when they try to compare or combine data sets for further analyses. Federal and other types of data collectors may be able to ensure greater comparability of data obtained from administrative records systems if their data collection requirements are consistent with how data are maintained. For instance, if field lengths used by data providers and data collectors are consistent with the handbook, data collectors may be assured that essential data will not be truncated when obtained from administrative record systems.

Proposed Student Data System Application

In the table which follows, data elements are grouped by categories and entities to look more like a data collection scheme. Data elements, again, are the specific bits of data which can be defined and measured. Entities are the persons, places, events, objects, or concepts about which data can be collected. For each data element, there is a serial (or sequential) number within the section. For example, the first occurrence of **First Name**, meaning "first name of student," has a serial number of "A1." When the data element **First Name** occurs again, relating to the parent/guardian, the serial number is "A63." This number is unique to the occurrence of the data element in conjunction with an entity. In the second column, the data element has the entity number to which it refers. Again, the data

element can occur with more than one entity. Finally, the data element has, in the third column, the sequential data element number, which is an indication of where the data element and definition occur in order in Chapter 3. Each data element has only one data element number though it may be used in more than one instance and with different entities. These three numbers provide a unique identification code for each data element in the scheme. In a computer database, these three numbers could identify a "field" or discrete piece of information.

For each data element there also is a "data element type" listed in the fifth column and a "field length" listed in the sixth column. Using the SPEEDE/ExPRESS format and the formats of many federal data collections (See the Reference List for the list of surveys used.), data element types and field lengths were chosen. Field lengths were chosen by identifying the longest length used in any current federal reporting format or SPEEDE/ExPRESS for each data element. These data element attributes are not meant to be mandatory; they are provided as examples. The state and local education agencies who participated in the field tests of the handbook were asked to provide input into the appropriateness of these attributes. Hence, the types and field lengths listed reflect an attempt to arrive at "best practice" attributes.

The possible data element types are as follows:

* **Identifier (ID)** - This is a data element that is defined in a code set. For most of the data elements identified as ID there is a code set provided in the handbook.

* **Alpha/Numeric (AN)** - This is a data element for which any value is appropriate, that is, letters and numbers can be used in any combination. Generally, this type is used when no standard code list exists or where descriptive information is desired.

* **Numeric (N)** - This is a data element that must be a numeric value. These data elements can be further broken out to indicate an implied decimal and the number of places to the right of the decimal by putting a number next to the N (e.g., N2 could be used where dollars and cents would be placed). The table does not include decimal indications, since it is not a data collection document.

* **Floating Decimal (R)** - This data element type is a special numeric type. The decimal must be included in the value which appears. If the decimal does not appear, then it is assumed the decimal appears at the right of the value, i.e., a whole number.

* **Date (DT)** - This data element type is specifically defined as a date. The format will be given in the definition specified in the data collection instrument.

For the purposes of this document, only a maximum suggested field length has been included. In designing a data collection system, generally a minimum length is also specified. Again, these field lengths are illustrative, not mandated.

Following the data element attributes in the seventh column is the page number on which the data element definition may be found. In the final column of the table, some notes are listed to assist the user.

Please note that in the table starting on page 142, data elements in conjunction with entities are listed only once. That is, there is only one set of fields for information about an entity, such as a Parent/Guardian. When designing a data base, it is useful to allow for the possibility of multiple entries or loops of information. Multiple entries are those entries in which there is more than one instance of a data element occurring For instance, within a grading period, there should be multiple entries possible for courses taken. In addition, there are instances when a set of information is needed about the multiple entries, thus requiring the use of loops. Loops are groups of data elements generally used to describe multiple entries. For instance, if a student has more than one Parent/Guardian, a data system should maintain data about the name, address, sex, and other relevant items about each parent/guardian. Similarly, information describing each course taken would be included for each course in a loop.

This handbook attempts to provide a comprehensive list of entities and data elements. There are, however, other possible entities and data elements and many other possible combinations of entities and data elements that would be useful in designing a student record system. This application is offered simply as an example of how the handbook information could be used in the design of a student record system. Following is a graphic example of the format of the table.

B. ENROLLMENT

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
			School Information				Loop B1-B37 may be used for multiple entries.
B1	09	073	Enrollment Status	ID	2	46	

STUDENT DATA HANDBOOK: ELEMENTARY, SECONDARY AND EARLY CHILDHOOD EDUCATION

Applications Section

A. PERSONAL INFORMATION

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
			Name				
A1	01	001	First Name	AN	12	28	
A2	01	002	Middle Name	AN	12	28	
A3	01	003	Last/Surname	AN	20	28	
A4	01	004	Generation Code	AN	3	28	
A5	01	005	Personal Title	AN	8	28	
A6	01	006	Alias	AN	35	28	
A7	01	007	Former Legal Name	AN	35	29	
A8	01	008	Last/Surname at Birth	AN	20	29	
A9	01	009	Nickname	AN	20	29	
A10	01	010	Tribal or Clan Name	AN	20	29	
			Background Information				
A11	01	013	Identification Number	AN	30	29	Loop A11-A12 may be used for multiple entries.
A12	01	014	Identification System	ID	2	29	
A13	01	015	Race/Ethnicity	ID	2	30	
A14	01	016	National/Ethnic Origin Subgroup	AN	60	30	

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
A15	01	017	Sex	ID	2	31	
A16	01	018	Birthdate	DT	8	31	
A17	01	019	Birthdate Verification	ID	2	31	
A18	01	020	City of Birth	AN	30	32	
A19	01	021	County of Birth	AN	16	32	
A20	01	022	State of Birth	ID	2	32	
A21	01	023	Country of Birth	ID	2	32	
A22	01	024	First Entry Date (into the United States)	DT	8	32	
A23	01	025	Citizenship Status	ID	2	32	
A24	01	026	Country of Citizenship	ID	2	33	Multiple entries may be necessary.
A25	01	027	English Proficiency	ID	2	33	
A26	01	028	Language Type	ID	2	33	Loop A26-A27 may be used for multiple entries.
A27	01	029	Language	ID	3	34	Multiple entries may be necessary.
A28	01	030	Religious Background	ID	2	34	
A29	01	031	Minor Adult Status	ID	2	34	
A30	01	032	Migratory Status	ID	2	35	
A31	01	033	Migrant Classification Subgroup	ID	2	35	
A32	01	034	Migrant National Certificate of Eligibility (COE) Status	ID	2	35	
A33	01	035	Migrant Residency Date	DT	8	35	
A34	01	036	Migrant Last Qualifying Move (LQM) Date	DT	8	35	

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
			Address/Contact Information				
A35	01	037	Street Number Name	AN	35	36	
A36	01	038	Apartment Room Suite Number	AN	10	36	
A37	01	039	City	AN	30	36	
A38	01	040	County	AN	16	36	
A39	01	041	State	ID	2	36	
A40	01	042	Zip Code	AN	10	36	
A41	01	043	Country	ID	2	36	
A42	01	045	Complete Campus Address	AN	60	37	If applicable. Free form
A43	01	046	Telephone Status	AN	60	37	
A44	01	047	Telephone Number	AN	25	37	
A45	01	048	Facsimile (FAX) Number	AN	25	37	
A46	01	049	Electronic Mail Address	AN	80	37	
A47	01	050	Electronic Mail System	AN	60	37	
A48	01	051	Electronic Mail Carrier Contact	AN	25	38	
A49	01	052	Zone Number	AN	15	38	
A50	01	053	Residence Block Number	AN	15	38	
A51	01	054	Other Geographical Designation	AN	60	38	

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
A52	01	055	Public School Residence Status	ID	2	38	
A53	01	056	Non-Resident Attendance Rationale	ID	2	38	
A54	01	057	Dwelling Arrangement	ID	2	39	
A55	01	058	Dwelling Ownership	ID	2	40	
A56	01	059	Head of Household	ID	2	41	
			Family Information				
A57	01	060	Marital Status	ID	2	41	
A58	01	061	Financial Dependency	ID	2	41	
A59	01	062	Number of Dependents	N	2	42	
A60	01	063	Family Income Range	ID	2	42	
A61	01	064	Poverty Status	AN	35	42	
A62	01	065	Family Public Assistance Status	ID	2	42	
			Parent/Guardian				Loop A63-A103 may be used for multiple entries.
A63	02	001	First Name	AN	12	28	
A64	02	002	Middle Name	AN	12	28	
A65	02	003	Last Surname	AN	20	28	
A66	02	004	Generation Code	AN	3	28	
A67	02	005	Personal Title	AN	8	28	
A68	02	006	Alias	AN	35	28	
A69	02	007	Former Legal Name	AN	35	29	

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
A70	02	008	Last Surname at Birth	AN	20	29	
A71	02	017	Sex	AN	2	31	
A72	02	066	Relationship to Student	ID	2	43	
A73	02	067	Life Status	ID	2	43	
A74	02	060	Marital Status	ID	2	41	
A75	02	016	National Ethnic Origin Subgroup	AN	60	30	
A76	02	023	Country of Birth	ID	2	32	
A77	02	028	Language Type	ID	2	33	Loop A77-A78 may be used for multiple entries.
A78	02	029	Language	ID	3	34	Multiple entries may be necessary.
A79	02	037	Street Number Name	AN	35	36	
A80	02	038	Apartment Room Suite Number	AN	10	36	
A81	02	039	City	AN	30	36	
A82	02	040	County	AN	16	36	
A83	02	041	State	ID	2	36	
A84	02	042	Zip Code	AN	10	36	
A85	02	043	Country	ID	2	36	
A86	02	046	Telephone Status	AN	60	37	
A87	02	047	Telephone Number	AN	25	37	
A88	02	048	Facsimile (FAX) Number	AN	25	37	

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
A89	02	049	Electronic Mail Address	AN	80	37	
A90	02	050	Electronic Mail System	AN	60	37	
A91	02	051	Electronic Mail Carrier Contact	AN	25	38	
A92	02	069	Occupation	ID	3	44	
A93	02	070	Employment Status	ID	2	44	
A94	02	071	Employer Type	ID	2	45	
A95	02	072	Highest Level of Education Completed	ID	2	45	
			Parent/Guardian's Employer Information				
A96	03	012	Name of Institution	AN	60	29	
A97	03	044	Complete Permanent Address	AN	60	37	Free form. This item may be used in lieu of Data Elements 037, 038, 039, 040, 041, 042, 043.
A98	03	046	Telephone Status	AN	60	37	
A99	03	047	Telephone Number	AN	25	37	
A100	03	048	Facsimile (FAX) Number	AN	25	37	
A101	03	049	Electronic Mail Address	AN	80	37	
A102	03	050	Electronic Mail System	AN	60	37	
A103	03	051	Electronic Mail Carrier Contact	AN	25	38	
			Sibling(s) or Other School-Age Children Living in Student's Household				Loop A104-A111 may be used for multiple entries.

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
A104	04	011	Name of Individual	AN	45	29	Free form. This item may be used in lieu of Data Elements 001, 002, 003, 004.
A105	4	017	Sex	ID	2	31	
A106	04	066	Relationship to Student	ID	2	43	
A107	04	068	School Local Education Agency Status	ID	2	44	
A108	04	013	Identification Number	AN	30	29	Loop A108-A109 may be used for multiple entries.
A109	04	014	Identification System	ID	2	29	
A110	04	018	Birthdate	DT	8	31	
A111	04	061	Financial Dependency	ID	2	41	
			Responsible Adult of Student's Household				Loop A112-A113 may be used for multiple entries.
A112	05	011	Name of Individual	AN	45	29	Free form. This item may be used in lieu of Data Elements 001, 002, 003, 004.
A113	05	066	Relationship to Student	ID	2	43	
			Other Adult Living in Student's Household				Loop A114-A115 may be used for multiple entries.
A114	06	011	Name of Individual	AN	45	29	Free form. This item may be used in lieu of Data Elements 001, 002, 003, 004.
A115	06	066	Relationship to Student	ID	2	43	
			Sponsor				Loop A116-A120 may be used for multiple entries.
A116	07	011	Name of Individual	AN	45	29	Free form. This item may be used in lieu of Data Elements 001, 002, 003, 004.

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
A117	07	066	Relationship to Student	ID	2	43	
A118	07	044	Complete Permanent Address	AN	60	37	Free form. This item may be used in lieu of Data Elements 037, 038, 039, 040, 041, 042, 043.
A119	07	046	Telephone Status	AN	60	37	
A120	07	047	Telephone Number	AN	25	37	
			Emergency Contact Information				Loop A121-A125 may be used for multiple entries.
A121	08	011	Name of Individual	AN	45	29	Free form. This item may be used in lieu of Data Elements 001, 002, 003, 004.
A122	08	066	Relationship to Student	ID	2	43	
A123	08	044	Complete Permanent Address	AN	60	37	Free form. This item may be used in lieu of Data Elements 037, 038, 039, 040, 041, 042, 043.
A124	08	046	Telephone Status	AN	60	37	
A125	08	047	Telephone Number	AN	25	37	

B. ENROLLMENT

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
			School Information				Loop B1-B3" may be used for multiple entries.
B1	09	073	Enrollment Status	ID	2	46	
B2	09	012	Name of Institution	AN	60	29	
B3	09	037	Street Number Name	AN	35	36	
B4	09	038	Apartment Room Suite Number	AN	10	36	
B5	09	039	City	AN	30	36	
B6	09	040	County	AN	16	36	
B7	09	041	State	ID	2	36	
B8	09	042	Zip Code	AN	10	36	
B9	09	043	Country	ID	2	36	
B10	09	046	Telephone Status	AN	60	37	
B11	09	047	Telephone Number	AN	25	37	
B12	09	048	Facsimile (FAX) Number	AN	25	37	
B13	09	049	Electronic Mail Address	AN	80	37	
B14	09	050	Electronic Mail System	AN	60	37	
B15	09	051	Electronic Mail Carrier Contact	AN	25	38	
B16	09	013	Identification Number	AN	30	29	Loop B16-B17 may be used for multiple entries.
B17	09	014	Identification System	ID	2	29	

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Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
B18	09	074	Lowest Grade Level	AN	5	48	
B19	09	075	Highest Grade Level	AN	5	48	
B20	09	076	School Administration	ID	2	48	
B21	09	077	School Type	ID	2	49	
B22	10	012	Name of Institution	AN	60	29	
B23	10	037	Street Number Name	AN	35	36	
B24	10	038	Apartment Room Suite Number	AN	10	36	
B25	10	039	City	AN	30	36	
B26	10	040	County	AN	16	36	
B27	10	041	State	ID	2	36	
B28	10	042	Zip Code	AN	10	36	
B29	10	043	Country	ID	2	36	
B30	10	046	Telephone Status	AN	60	37	
B31	10	047	Telephone Number	AN	25	37	
B32	10	048	Facsimile (FAX) Number	AN	25	37	
B33	10	049	Electronic Mail Address	AN	80	37	
B34	10	050	Electronic Mail System	AN	60	37	
B35	10	051	Electronic Mail Carrier Contact	AN	25	38	
B36	10	013	Identification Number	AN	30	29	Loop B36-B37 may be used for multiple entries.
B37	10	014	Identification System	ID	2	29	
			Entrance Information				Loop B38-B46 may be used for multiple entries.

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Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
B38	01	078	Admission Date	DT	8	50	
B39	01	079	Admission Status	ID	2	50	
B40	01	080	Entry Date	DT	8	50	
B41	01	081	Cohort Year	DT	4	50	
B42	01	082	Entry Type	ID	2	50	
B43	01	083	Entry Level	ID	2	52	
B44	01	084	Full-Time Part-Time Status	ID	2	53	
B45	01	085	Day Evening Status	ID	2	53	
B46	01	086	Boarding Status	ID	2	53	
			Tuition and Fee Information				Loop B47-B54 may be used for multiple entries.
B47	01	087	Tuition Amount	N	8	54	
B48	01	088	Fee Amount	N	8	54	
B49	01	089	Boarding Expense Amount	N	8	54	
B50	01	090	Books, Equipment, and Supplies Amount	N	8	54	
B51	01	091	Miscellaneous Item Amount	N	8	54	
B52	01	092	Total Cost of Education to Student	N	8	54	This item may be used in lieu of Data Elements 087, 088, 089, 090, and 091. Information may be kept as a total amount, and/or be broken down to items 087 through 091.
B53	01	093	Tuition Status	ID	2	54	
B54	01	094	Payment Source	ID	2	54	Multiple entries may be necessary.

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
			Financial Assistance				Loop B55-B59 may be used for multiple entries.
B55	01	095	Financial Assistance Qualifier	ID	2	55	
B56	01	096	Financial Assistance Type	ID	2	55	
B57	01	097	Financial Assistance Descriptive Title	AN	60	56	
B58	01	098	Financial Assistance Source	ID	2	56	
B59	01	099	Financial Assistance Amount	N	8	56	
			Membership Information				Loop B60-B63 may be used for multiple entries.
B60	01	100	*Number of Days of Membership	N	3	56	Derived from constituent data elements: 080 Entry Date, 101 Daily Attendance Status, 104 Exit Withdrawal Date.
			Attendance Information				
B61	01	101	Daily Attendance Status	ID	2	56	
B62	01	102	Class Attendance Status	ID	2	57	
B63	01	103	Released Time	AN	5	58	
			Exit/Withdrawal Information				Loop B64-B75 may be used for multiple entries.
B64	01	104	Exit Withdrawal Date	DT	8	58	
B65	01	105	Exit Withdrawal Status	ID	2	58	
B66	01	106	Exit Withdrawal Type	ID	2	58	
B67	01	107	Death Date	DT	8	60	Applicable if 106 17 is selected.
B68	01	108	Death Cause	AN	35	60	Applicable if 106 17 is selected.
B69	01	109	Illness Type	ID	6	60	Applicable if 106 18 is selected.

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Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
B70	01	110	Expulsion Cause	AN	60	60	Applicable if 106.19 is selected. Multiple entries may be necessary.
B71	01	111	Expulsion Return Date	DT	8	61	Applicable if 106.19 is selected.
B72	01	112	Discontinuing Schooling Reason	ID	2	61	Applicable if 106.21 is selected. Multiple entries may be necessary.
B73	01	113	Compulsory Attendance Status at Time of Discontinuing Schooling	AN	35	62	Applicable if 106.21 is selected.
B74	01	114	Residence After Exiting Withdrawing From School	ID	2	62	
B75	01	115	Information Source	AN	45	63	
			Non-Entrance Information				
B76	01	116	Reason for Non-Entrance in Local Elementary or Secondary School	ID	2	63	

C. SCHOOL PARTICIPATION AND ACTIVITIES

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
			Session Information				*Loop C1-C57 may be used for multiple entries.*
C1	09	117	Session Type	ID	2	64	
C2	09	118	Session Beginning Date	DT	8	64	
C3	09	119	Session Ending Date	DT	8	65	
C4	09	120	Total Days in Session	AN	3	65	
C5	11	011	Name of Individual	AN	45	29	*Free form. This item may be used in lieu of Data Elements 001, 002, 003, 004.*
C6	11	013	Identification Number	AN	30	29	
C7	11	014	Identification System	ID	2	29	
C8	12	011	Name of Individual	AN	45	29	*Free form. This item may be used in lieu of Data Elements 001, 002, 003, 004.*
C9	12	013	Identification Number	AN	30	29	
C10	12	014	Identification System	ID	2	29	
			Course Information				*Loop C11-C35 may be used for multiple entries.*
C11	13	013	Identification Number	AN	30	29	
C12	13	014	Identification System	ID	2	29	
C13	13	121	Organization	ID	2	65	
C14	13	122	Subject Matter Area or Department	ID	2	66	
C15	13	123	Instructional Level	ID	2	66	
C16	13	124	Descriptive Title	AN	35	67	

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Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
C17	13	125	Period	AN	10	67	
C18	13	126	Time Element	AN	6	67	
C19	14	011	Name of Individual	AN	45	29	Free form. This item may be used in lieu of Data Elements 001, 002, 003, 004.
C20	14	013	Identification Number	AN	30	29	
C21	14	014	Identification System	ID	2	29	
C22	13	127	Principal Medium of Instruction	ID	2	68	
C23	13	128	Location of Instruction Service	ID	2	68	Multiple entries may be necessary.
C24	13	129	Location of Instruction Service Description	AN	30	68	Multiple entries may be necessary.
C25	13	130	Credit Type Offered	ID	2	68	
C26	13	131	Number of Credits Attempted	R	15	69	
C27	13	132	Repeat Identifier	ID	2	69	
C28	13	133	Number of Credits Received	R	15	69	
C29	13	134	Reporting Means	ID	2	70	
C30	13	135	Reporting Method	ID	2	70	
C31	13	136	Grade Assigned	AN	15	71	
C32	13	137	Grade Value Qualifier	ID	3	71	A list of codes is available from the Association of American Medical Colleges (AAMC).

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
			Grading Period Information				Loop C33-C35 may be used for multiple entries.
C33	09	138	Grading Period Beginning Date	DT	8	71	
C34	09	139	Grading Period Ending Date	DT	8	71	
C35	09	140	Total Days in Grading Period	AN	3	71	
			Performance Information				
C36	01	141	*Credits Attempted: Given Grading Period	R	4	71	Derived from constituent data elements: 138 Grading Period Beginning Date, 139 Grading Period Ending Date, 124 Descriptive Title, 130 Credit Type Offered, 131 Number of Credits Attempted, 132 Repeat Identifier.
C37	01	142	*Credits Attempted: Given Session	R	4	71	Derived from constituent data elements: 117 Session Type, 118 Session Beginning Date, 119 Session Ending Date, 124 Descriptive Title, 130 Credit Type Offered, 131 Number of Credits Attempted, 132 Repeat Identifier.
C38	01	143	*Credits Attempted: Given School Year	R	4	71	Derived from constituent data elements: 117 Session Type, 118 Session Beginning Date, 119 Session Ending Date, 124 Descriptive Title, 130 Credit Type Offered, 131 Number of Credits Attempted, 132 Repeat Identifier.
C39	01	144	*Credits Attempted: Cumulative	R	5	72	Derived from constituent data elements: 117 Session Type, 118 Session Beginning Date, 119 Session Ending Date, 124 Descriptive Title, 130 Credit Type Offered, 131 Number of Credits Attempted, 132 Repeat Identifier.
C40	01	145	*Credits Received: Given Grading Period	R	4	72	Derived from constituent data elements: 138 Grading Period Beginning Date, 139 Grading Period Ending Date, 124 Descriptive Title, 130 Credit Type Offered, 132 Repeat Identifier, 133 Number of Credits Received.

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
C41	01	146	*Credits Received: Given Session	R	4	72	Derived from constituent data elements: 117 Session Type, 118 Session Beginning Date, 119 Session Ending Date, 124 Descriptive Title, 130 Credit Type Offered, 132 Repeat Identifier, 133 Number of Credits Received.
C42	01	147	*Credits Received: Given School Year	R	4	72	Derived from constituent data elements: 117 Session Type, 118 Session Beginning Date, 119 Session Ending Date, 124 Descriptive Title, 130 Credit Type Offered, 132 Repeat Identifier, 133 Number of Credits Received.
C43	01	148	*Credits Received: Cumulative	R	5	72	Derived from constituent data elements: 117 Session Type, 118 Session Beginning Date, 119 Session Ending Date, 124 Descriptive Title, 130 Credit Type Offered, 132 Repeat Identifier, 133 Number of Credits Received.
C44	01	149	*Grade Points Received: Given Grading Period	R	4	72	Derived from constituent data elements: 138 Grading Period Beginning Date, 139 Grading Period Ending Date, 124 Descriptive Title, 130 Credit Type Offered, 132 Repeat Identifier, 133 Number of Credits Received, 136 Grade Assigned, 137 Grade Value Qualifier.
C45	01	150	*Grade Points Received: Given Session	R	4	72	Derived from constituent data elements: 117 Session Type, 118 Session Beginning Date, 119 Session Ending Date, 124 Descriptive Title, 130 Credit Type Offered, 132 Repeat Identifier, 133 Number of Credits Received, 136 Grade Assigned, 137 Grade Value Qualifier.
C46	01	151	*Grade Points Received: Given School Year	R	4	72	Derived from constituent data elements: 117 Session Type, 118 Session Beginning Date, 119 Session Ending Date, 124 Descriptive Title, 130 Credit Type Offered, 132 Repeat Identifier, 133 Number of Credits Received, 136 Grade Assigned, 137 Grade Value Qualifier.

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
C47	01	152	*Grade Points Received: Cumulative	R	5	72	Derived from constituent data elements: 117 Session Type, 118 Session Beginning Date, 119 Session Ending Date, 124 Descriptive Title, 130 Credit Type Offered, 132 Repeat Identifier, 133 Number of Credits Received, 136 Grade Assigned, 137 Grade Value Qualifier.
C48	01	153	*Grade Point Average (GPA): Given Grading Period	R	5	73	Derived from constituent data elements: 138 Grading Period Beginning Date, 139 Grading Period Ending Date, 124 Descriptive Title, 130 Credit Type Offered, 131 Number of Credits Attempted, 132 Repeat Identifier, 133 Number of Credits Received, 136 Grade Assigned, 137 Grade Value Qualifier.
C49	01	154	*Grade Point Average (GPA): Given Session	R	5	73	Derived from constituent data elements: 117 Session Type, 118 Session Beginning Date, 119 Session Ending Date, 124 Descriptive Title, 130 Credit Type Offered, 131 Number of Credits Attempted, 132 Repeat Identifier, 133 Number of Credits Received, 136 Grade Assigned, 137 Grade Value Qualifier.
C50	01	155	*Grade Point Average (GPA): Given School Year	R	5	73	Derived from constituent data elements: 117 Session Type, 118 Session Beginning Date, 119 Session Ending Date, 124 Descriptive Title, 130 Credit Type Offered, 131 Number of Credits Attempted, 132 Repeat Identifier, 133 Number of Credits Received, 136 Grade Assigned, 137 Grade Value Qualifier.
C51	01	156	*Grade Point Average (GPA): Cumulative	R	5	73	Derived from constituent data elements: 117 Session Type, 118 Session Beginning Date, 119 Session Ending Date, 124 Descriptive Title, 130 Credit Type Offered, 131 Number of Credits Attempted, 132 Repeat Identifier, 133 Number of Credits Received, 136 Grade Assigned, 137 Grade Value Qualifier.
			Progress and Honor Information				
C52	01	157	Promotion Type	ID	2	73	
C53	01	158	Non-promotion Reason	ID	2	74	Multiple entries may be necessary.

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Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
C54	01	159	Honors Information	ID	2	74	Multiple entries may be necessary.
			Activity Information				Loop C55-C57 may be used for multiple entries.
C55	01	160	Activity Description	AN	35	75	
C56	01	161	Activity Type	ID	2	75	
C57	01	162	Recognition for Completion of Self-contained Class, Cocurricular, or Extracurricular Activity	ID	2	76	

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D. NON-SCHOOL AND POST-SCHOOL EXPERIENCE

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
			Non-School Activity Information				*Loop D1-D4 may be used for multiple entries.*
D1	01	163	*Non-School Activity Description*	*AN*	*35*	*77*	
D2	01	164	*Non-School Activity Beginning Date*	*DT*	*8*	*77*	
D3	01	165	*Non-School Activity Ending Date*	*DT*	*8*	*77*	
D4	01	166	*Non-School Activity Honors*	*AN*	*35*	*77*	
			Work Experience				*Loop D5-D22 may be used for multiple entries.*
D5	01	167	*In-School Post-School Employment Status*	*ID*	*2*	*77*	
D6	01	168	*Experience Type*	*ID*	*2*	*78*	
D7	01	169	*Work Type*	*ID*	*3*	*78*	
D8	01	170	*Program of Study Relevance*	*ID*	*2*	*78*	
D9	01	171	*Employment Permit Number*	*AN*	*17*	*79*	
D10	01	172	*Employment Permit Certifying Organization*	*AN*	*45*	*79*	
D11	01	173	*Employment Permit Description*	*AN*	*60*	*79*	
D12	01	174	*Employment Permit Valid Date*	*DT*	*8*	*79*	
D13	01	175	*Employment Permit Expiration Date*	*DT*	*8*	*79*	

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
D14	01	176	Employment Beginning Date	DT	8	79	
D15	01	177	Employment Separation Date	DT	8	79	
D16	01	178	Number of Hours Worked Per Work Week (Monday-Friday)	N	4	79	
D17	01	179	Number of Hours Worked Per Weekend	N	4	79	
D18	01	180	Employment Recognition	ID	2	80	Multiple entries may be necessary.
			Institutional/ Organizational Information				
D19	03	012	Name of Institution	AN	60	29	Loop D19-D22 may be used for multiple entries.
D20	03	044	Complete Permanent Address	AN	60	37	Free form. This item may be used in lieu of Data Elements 037, 038, 039, 040, 041, 042, 043.
D21	03	046	Telephone Status	AN	60	37	
D22	03	047	Telephone Number	AN	25	37	
			Post-School Education/Training				Loop D23- D30 may be used for multiple entries.
D23	15	012	Name of Institution	AN	60	29	
D24	15	044	Complete Permanent Address	AN	60	37	Free form. This item may be used in lieu of Data Elements 037, 038, 039, 040, 041, 042, 043.
D25	15	046	Telephone Status	AN	60	37	
D26	15	047	Telephone Number	AN	25	37	

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
D27	01	181	Post-School Training or Education Subject Matter	ID	2	81	
D28	01	182	Education Planned	ID	2	82	
D29	01	072	Highest Level of Education Completed	ID	2	45	
D30	01	183	Post-School Recognition	AN	60	82	
			Other Post-School Information				
D31	01	184	Career Objectives	ID	3	82	
D32	01	185	Military Service Experience	AN	60	82	
D33	01	186	Voting Status	ID	2	83	
D34	01	187	Other Post-School Accomplishments	AN	60	83	Multiple entries may be necessary.

E. ASSESSMENT

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
			Assessment Information				Loop E1-E28 may be used for multiple entries.
E1	16	188	Purpose	ID	2	84	
E2	16	189	Assessment Type	ID	2	85	
E3	16	190	Assessment Title	AN	35	86	
E4	16	191	Assessment Content	AN	35	86	
E5	16	192	Subtest Type	AN	35	86	
E6	16	193	Level (for which Designed)	AN	35	86	
E7	16	013	Identification Number	AN	30	29	
E8	16	014	Identification System	ID	2	29	See SPEEDE EXPRESS for a list of student test codes.
E9	16	194	Grade Level when Assessed	AN	35	87	
E10	16	195	Copyright Date	DT	8	87	
			Administrative Issues				
E11	16	196	Administration Method	ID	2	87	
E12	16	197	Administration Form	ID	2	87	
E13	16	198	Response Form	ID	2	87	
E14	16	199	Administration Language	ID	3	88	
E15	16	200	Special Adaptation	AN	35	88	
E16	16	201	Administration Date	DT	8	88	
E17	16	202	Location	AN	40	88	

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
E18	17	011	Name of Individual	AN	45	29	Free form. This item may be used in lieu of Data Elements 001, 002, 003, 004.
E19	17	203	Position	AN	35	89	
			Score/Results Reporting				
E20	16	204	Assessment Reference Type	ID	2	89	
E21	16	205	Norm Group	ID	2	89	
E22	16	206	Norm Year	DT	4	89	
E23	16	207	Norming Period	AN	35	90	
E24	16	208	Score Range	AN	35	90	
E25	16	209	Reporting Method	ID	2	90	
E26	16	210	Score Results	AN	35	91	
E27	16	211	Score Interpretation Information	AN	60	91	
E28	16	212	Reporting and Documentation	AN	60	92	

F. TRANSPORTATION

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
			Transportation Information				
F1	01	213	Transportation Status	ID	2	93	
F2	01	214	State Transportation Aid Qualification	ID	2	93	
F3	01	215	Transportation at Public Expense Eligibility	ID	2	94	
F4	01	216	Special Accommodation Requirements	AN	60	94	
			Transportation Contact				
F5	18	011	Name of Individual	AN	45	29	Free form. This item may be used in lieu of Data Elements 001, 002, 003, 004.
F6	18	044	Complete Permanent Address	AN	60	37	Free form. This item may be used in lieu of Data Elements 037, 038, 039, 040, 041, 042, 043.
F7	18	046	Telephone Status	AN	60	37	
F8	18	047	Telephone Number	AN	25	37	
			Distance/Time Information				
F9	01	217	Distance from Home to School	N	8	95	
F10	01	218	Total Distance Transported	N	8	95	
F11	01	219	Length of Time Transported	N	8	95	

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
			Vehicle Information				
F12	19	220	Ownership Type	ID	2	95	
F13	19	013	Identification Number	AN	30	29	
F14	19	014	Identification System	ID	2	29	
F15	19	221	Route Description	AN	60	96	
F16	19	222	Run Description	AN	60	96	
F17	19	223	Stop Description	AN	60	96	

G. HEALTH CONDITIONS

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
			Identifiers				
G1	01	013	Identification Number	AN	30	29	
G2	01	014	Identification System	ID	2	29	
G3	01	224	Height	N	5	97	
G4	01	225	Weight	N	5	97	
G5	01	226	Hair Color	ID	2	97	
G6	01	227	Eye Color	ID	2	97	
G7	01	228	Birthmark	AN	35	98	
G8	01	229	Blood Type	AN	5	98	
			Oral Health				
G9	01	230	Number of Teeth	N	2	98	
G10	01	231	Number of Permanent Teeth Lost	N	2	98	
G11	01	232	Number of Teeth Decayed	N	2	98	
G12	01	233	Number of Teeth Restored	N	2	98	
G13	01	234	Occlusion Condition	ID	2	98	
G14	01	235	Gingival (Gum) Condition	ID	2	99	
G15	01	236	Oral Soft Tissue Condition	ID	2	99	
G16	01	237	Dental Prosthetics	ID	2	99	
G17	01	238	Orthodontic Appliances	AN	35	99	

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
			Maternal and Pre-Natal Conditions				
G18	01	239	Initial Pre-Natal Visit (Gestational Age)	N	2	99	
G19	01	240	Total Number of Pre-Natal Visits During Pregnancy	N	2	100	
G20	01	241	Total Weight Gain During Pregnancy	N	3	100	
			Conditions at Birth				
G21	01	242	Weight at Birth	N	5	100	
G22	01	243	Gestational Age at Birth	N	2	100	
G23	01	244	Health Condition at Birth	AN	35	100	
			Health History				Loop G24-G31 may be used for multiple entries.
G24	01	245	Diseases, Illnesses, and Other Health Conditions	ID	6	100	
G25	01	246	Medical Treatment	ID	6	100	
G26	01	247	School Health Emergency Action	AN	60	100	
G27	01	248	Injury	ID	6	101	
G28	01	249	Substance Abuse	AN	60	101	
G29	01	250	Routine Health Care Procedure Required at School	ID	6	101	Multiple entries may be necessary.
G30	01	251	Health Condition Progress Report	AN	60	101	
G31	01	252	Health Care History Episode Date	DT	8	101	

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Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
			Medical Evaluations				Loop G32-G47 may be used for multiple entries.
G32	20	253	Evaluation Sequence	ID	2	101	
G33	20	254	Medical Examination Type	ID	2	101	
G34	20	255	Medical Examination Instrument Description Title	AN	35	102	
G35	20	256	Medical Examination Date	DT	8	102	
G36	20	257	Uncorrected Score Results	AN	35	102	
G37	20	258	Corrected Score Results	AN	35	102	
G38	20	259	Unit of Measure	AN	12	102	
G39	20	260	Blood Pressure	AN	8	103	
G40	01	261	Overall Diagnosis Interpretation of Vision	ID	2	103	
G41	01	262	Overall Diagnosis Interpretation of Hearing	ID	2	103	
G42	01	263	Overall Diagnosis Interpretation of Speech and Language	ID	2	104	
G43	01	264	Service Alternatives	ID	2	104	
G44	01	265	Corrective Equipment Prescribed	AN	35	104	
G45	01	266	Corrective Equipment Purpose	AN	60	105	

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
G46	01	267	Diagnosis of Causative Factor (Condition)	AN	60	105	
G47	01	268	Condition Onset Date	DT	8	105	
			Disabling Conditions				
G48	01	269	Primary Disability Type	ID	2	105	
G49	01	270	Disability Level	AN	35	107	
G50	01	271	Secondary Disability Type	ID	2	107	
G51	01	270	Disability Level	AN	35	107	
G52	01	272	Tertiary Disability Type	ID	2	107	
G53	01	270	Disability Level	AN	35	107	
			Medical Laboratory Tests				Loop G54-G56 may be used for multiple entries.
G54	01	273	Blood Test Type	AN	35	107	
G55	01	274	Tuberculosis Test Type	AN	35	107	
G56	01	275	Medical Laboratory Procedure Results	AN	60	107	
			Immunizations				Loop G57-G60 may be used for multiple entries.
G57	01	276	Immunization Type	ID	6	108	See SPEEDE EXPRESS for a list of immunization codes.
G58	01	277	Immunizations Mandated by State Law for Participation	ID	2	108	
G59	01	278	Immunization Date	DT	8	108	
G60	01	279	Immunization Status Code	ID	2	108	
			Nutrition				
G61	01	280	Special Diet Considerations	AN	35	108	

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
			Referrals				Loop G62-G66 may be used for multiple entries.
G62	01	281	Referral Purpose	ID	2	109	
G63	01	282	Referral Cause	AN	35	109	
G64	01	283	Referral Date	DT	8	109	
G65	01	284	Referral Completion Date	DT	8	109	
G66	01	285	Referral Completion Report	AN	60	109	
			Limitations on School Activities				Loop G67-G70 may be used for multiple entries.
G67	01	286	Limitation Description	AN	60	109	
G68	01	287	Limitation Cause	AN	35	109	
G69	01	288	Limitation Beginning Date	DT	8	109	
G70	01	289	Limitation Ending Date	DT	8	110	
			Health Care Provider				Loop G71-G84 may be used for multiple entries.
G71	21	290	Provider Type	AN	35	110	
G72	21	291	Provider Specialty	AN	35	110	
G73	21	292	Provider Authority	ID	2	110	
G74	21	293	Referral Status	ID	2	110	
G75	21	011	Name of Individual	AN	45	29	Free form. This item may be used in lieu of Data Elements 001, 002, 003, 004.
G76	21	044	Complete Permanent Address	AN	60	37	Free form. This item may be used in lieu of Data Elements 037, 038, 039, 040, 041, 042, 043.
G77	21	046	Telephone Status	AN	60	37	

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
G78	21	047	Telephone Number	AN	25	37	
G79	21	048	Facsimile (FAX) Number	AN	25	37	
G80	21	049	Electronic Mail Address	AN	80	37	
G81	21	050	Electronic Mail System	AN	60	37	
G82	21	051	Electronic Mail Carrier Contact	AN	25	38	
G83	21	013	Identification Number	AN	30	29	
G84	21	014	Identification System	ID	2	29	
			Other Health Information				
G85	01	294	Emergency Factor	ID	2	111	Multiple entries may be necessary.
G86	01	295	Related Emergency Needs	AN	60	111	Multiple entries may be necessary.
G87	01	296	Insurance Coverage	ID	2	112	Loop G87-G88 may be used for multiple entries.
G88	01	297	Health Care Plan	AN	35	112	
G89	01	298	Hospital Preference	AN	35	112	
G90	01	299	Medical Waiver	AN	35	112	
G91	01	300	Religious Considerations	AN	35	112	
G92	01	301	Other Special Health Needs, Information, or Instructions	AN	60	112	

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H. SPECIAL PROGRAM PARTICIPATION AND STUDENT SUPPORT SERVICES

Serial Number	*Entity Number*	*Data Element Number*	*Data Elements*	*Data Element Type*	*Field Length*	*Page on which Defined*	*Notes*
			Identification Procedure				*Loop H1-H15 may be used for multiple entries.*
H1	*01*	*302*	*Identification Method*	*ID*	*2*	*113*	*Multiple entries may be necessary.*
H2	*01*	*303*	*Identification Results*	*AN*	*35*	*114*	
H3	*1"*	*011*	*Name of Individual*	*AN*	*45*	*29*	
H4	*1"*	*203*	*Position*	*AN*	*35*	*89*	
H5	*1"*	*012*	*Name of Institution*	*AN*	*60*	*29*	
H6	*1"*	*044*	*Complete Permanent Address*	*AN*	*60*	*37*	*Free form. This item may be used in lieu of Data Elements 037, 038, 039, 040, 041, 042, 043.*
H7	*1"*	*046*	*Telephone Status*	*AN*	*60*	*37*	
H8	*1"*	*047*	*Telephone Number*	*AN*	*25*	*37*	
H9	*1"*	*048*	*Facsimile (FAX) Number*	*AN*	*25*	*37*	
H10	*1"*	*049*	*Electronic Mail Address*	*AN*	*80*	*37*	
H11	*1"*	*050*	*Electronic Mail System*	*AN*	*60*	*37*	
H12	*1"*	*051*	*Electronic Mail Carrier Contact*	*AN*	*25*	*38*	
H13	*22*	*304*	*Program Eligibility Indicator*	*ID*	*2*	*115*	
H14	*22*	*305*	*Program Participation Reason*	*ID*	*2*	*115*	*Multiple entries may be necessary.*
H15	*22*	*306*	*Program Participation Identification Date*	*DT*	*8*	*116*	

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Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
			Early Childhood Program Participation				Loop H16-H22 may be used for multiple entries.
H16	22	307	Caregiver Early Childhood Program Provider	ID	2	116	
H17	22	308	Caregiver Early Childhood Program Location	ID	2	116	
H18	22	309	Family Day Care Status	ID	2	117	
H19	22	310	Caregiver Early Childhood Program Description	AN	45	117	
H20	22	311	Early Childhood Program Sponsorship	ID	2	117	
H21	22	312	Early Childhood Program Funding Source	ID	2	118	Multiple entries may be necessary.
H22	22	313	Early Childhood Program Components	AN	35	118	
			Individualized Education Program Information				Loop H23-H26 may be used for multiple entries.
H23	01	314	Individualized Program Type	ID	2	118	
H24	01	315	Individualized Program Date Type	ID	2	119	
H25	01	316	Individualized Program Date	DT	8	119	
H26	01	317	Number of Minutes per Week Mainstreamed	N	4	119	
			Special Program and Student Support Service Participation				Loop H27-H66 may be used for multiple entries.

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
H27	22	318	Special Assistance Program Type	AN	60	119	
H28	22	319	Benefit Type	ID	2	119	
H29	22	320	Program Funding Source	ID	2	120	Multiple entries may be necessary.
H30	22	321	Instructional Program Service Type	ID	2	120	Multiple entries may be necessary.
H31	22	322	Student Support Service Type	ID	2	121	Multiple entries may be necessary.
H32	22	323	Transitional Support Service Type	ID	2	126	Multiple entries may be necessary.
H33	22	324	Service Description	AN	60	127	
			Special Program/Services Delivery				
H34	22	325	Care Service Frequency	ID	2	127	
H35	22	326	Care Service Day Status	ID	2	128	
H36	22	327	Care Service Intensity	N	4	128	
H37	22	328	Care Service Duration	N	2	128	
H38	22	329	Care Service Beginning Date	DT	8	128	
H39	22	128	Location of Instruction/Services	ID	2	68	
H40	22	129	Location of Instruction/Services Description	AN	30	68	
H41	22	330	Service Setting	ID	2	128	Multiple entries may be necessary.

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
			Service Provider				Loop H42-H52 may be used for multiple entries.
H42	23	331	Service Provider Type	ID	2	130	
H43	23	011	Name of Individual	AN	45	29	Free form. This item may be used in lieu of Data Elements 003, 004, 005, 006.
H44	23	203	Position	AN	35	89	
H45	23	012	Name of Institution	AN	60	29	
H46	23	044	Complete Permanent Address	AN	60	3"	Free form. This item may be used in lieu of Data Elements 037, 038, 039, 040, 041, 042, 043.
H47	23	046	Telephone Status	AN	60	3"	
H48	23	047	Telephone Number	AN	25	3"	
H49	23	048	Facsimile (FAX) Number	AN	25	3"	
H50	23	049	Electronic Mail Address	AN	80	3"	
H51	23	050	Electronic Mail System	AN	60	3"	
H52	23	051	Electronic Mail Carrier Contact	AN	25	38	
			Monitoring Procedure				
H53	22	332	Monitoring Method	ID	2	131	
H54	22	333	Remarks	AN	60	132	
H55	1"	011	Name of Individual	AN	45	29	Loop H55-H64 may be used for multiple entries. Free form. This item may be used in lieu of Data Elements 001, 002, 003, 004.
H56	1"	203	Position	AN	35	89	
H57	1"	012	Name of Institution	AN	60	29	

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Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
H58	17	044	Complete Permanent Address	AN	60	37	Free form. This item may be used in lieu of Data Elements 037, 038, 039, 040, 041, 042, 043.
H59	17	046	Telephone Status	AN	60	37	
H60	17	047	Telephone Number	AN	25	37	
H61	17	048	Facsimile (FAX) Number	AN	25	37	
H62	17	049	Electronic Mail Address	AN	80	37	
H63	17	050	Electronic Mail System	AN	60	37	
H64	17	051	Electronic Mail Carrier Contact	AN	25	38	
			Program Exit				
H65	22	334	Care Service Ending Date	DT	8	132	
H66	22	335	Program Exit Reason	ID	2	132	Multiple entries may be necessary.

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I. DISCIPLINE

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined	Notes
			Nature of Offense				Loop I1-I11 may be used for multiple entries.
I1	01	336	Offense Type	ID	2	134	
I2	01	337	Offense Description	AN	35	134	
I3	01	338	Offense Occurrence Date	DT	8	134	
I4	01	339	Offense Occurrence Location	ID	2	134	
			Disciplinary Action				Loop I5-I11 may be used for multiple entries.
I5	01	340	Disciplinary Action Type	ID	2	135	
I6	01	341	Disciplinary Action Description	AN	35	136	
I7	01	342	Disciplinary Action Status	ID	2	136	
I8	01	343	Disciplinary Action Beginning Date	DT	8	136	
I9	01	344	Disciplinary Action Ending Date	DT	8	136	
I10	24	011	Name of Individual	AN	45	29	Free form. This item may be used in lieu of Data Elements 003, 004, 005, 006.
I11	24	345	Disciplinary Action Authority	ID	2	136	

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SOURCES

The following documents served as sources when investigating possible data elements, option lists, glossary terms, definitions, field lengths, and appendices for this handbook.

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GLOSSARY OF SELECTED STUDENT-RELATED TERMS

This section contains definitions of terms and concepts used in this handbook but not defined in previous chapters or terms related to student information.

A

Ability Grouping--A pedagogical practice of separating students into different classrooms within a grade based on their estimated achievement or ability levels, using criteria such as student achievement test scores, grades, or teacher judgment.

Accounting--The procedure of maintaining systematic records of happenings, occurrences, and events relating to persons, objects, or money and summarizing, analyzing, and interpreting the results of such records.

Administrative Unit--A geographic area which is under the control of a board of education and/or is supervised by one or more administrative offices.

Adult School--A separately organized school providing instruction for adults and youth beyond the age of compulsory school attendance.

Age--As used in student records, age at last birthday on or prior to a specified date. Age may be recorded and reported by years, i.e., an official school age reported as 8 years means that the child has reached his eighth birthday on or prior to the specified date, but has not reached his ninth birthday. Age may also be recorded and reported by years and months as of a specific date, or by birth date. Age may be verified by a document such as a birth certificate, parent's affidavit, hospital certificate, age certificate, entry in family Bible, baptismal certificate, passport, or previously verified school record.

Agricultural Activities--Activities that involve the growing and harvesting of food and horticulture. Specific cases as to whether an individual is recognized as being a migrant student are decided by the Migrant Education Director in each state.

Alternatives (in substance abuse prevention)--A major prevention model and approach to substance abuse prevention. The underlying assumption is that illicit drug use becomes a less attractive outlet for individuals who are involved with constructive activities of their own choosing.

Anecdotal Record--Notes describing exactly what a student said or did in specific situations. When accumulated, anecdotal records may yield a picture of a student's developing behavior patterns, interests, attitudes, strengths, and problems.

Apprentice--An individual who is learning a recognized occupation in accordance with a written apprentice-training contract between the worker and his or her employer or employers which provides for a given period of planned work experience through employment on-the-job, supplemented by appropriate related instruction, and with other specified provisions of the arrangement.

Assistive Technology Device--Any item, piece of equipment, product or system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.

Associate in Applied Science Degree--A degree commonly conferred upon the successful completion of a two year postsecondary program of studies composed of general education, electives, and a major concentration in a chosen technical, semiprofessional, or professional area of study.

Associate in Arts Degree--A degree commonly conferred upon the successful completion of a two year postsecondary program of studies composed essentially of courses in the liberal arts.

Associate in Science Degree--A degree commonly conferred upon the successful completion of a two year postsecondary program of studies composed of courses in the liberal arts and sciences.

At No Cost--A term meaning that all specially designed instruction is provided without charge, but not precluding incidental fees which are normally charged to a student without disabilities or his or her parent/guardian as a part of the regular education program.

Attendance--A term referring to a student being present at school.

Attendance Area--The geographic area where the students normally served by a particular school reside. See Project Area.

Attendance Center--The location where students residing in a given geographic area attend school. See Resident Student.

Attendance Register--A record containing information such as (a) the names of students who have entered or are expected to enter a class or school; (b) identification information about each student such as sex, date of birth, and address; and (c) information concerning his/her entry or reentry, membership, attendance, absence, tardiness, and withdrawal.

Autistic Traits--One or more severe disorders of behavior such as (but not limited to) failure to form normal relationships with people, failure to develop normal communication through speech, failure to maintain normal eye contact with people, obsessive preoccupation with inanimate objects, exhibition of gross and sustained peculiarities in movement, pathological resistance to environmental changes, and abnormal emotional response to one or more types of sensory stimulus.

B

Baseline Data--Information collected to comprise a reference set for comparison of a second set of data collected at a later time; used to interpret changes over time usually after some condition has been changed.

Behavior Disorder--A broad term that describes a behavior abnormality believed not to be associated with specific organic causes or symptoms. In general, the term is used for abnormalities that affect general and social adjustment, such as drug use, antisocial behavior, and criminal actions (behavior) or "antisocial and/or criminal behavior."

Behavior Modification--The changing of human behavior through conditioning or other learning techniques, often used as a synonym for **Behavior Therapy** or **Aversion Therapy**. This is one of the concepts employed by the therapeutic communities.

Behavior Pattern--A special grouping or mosaic of responses of a student that, in the judgment of a trained observer, possesses some intrinsic unity. The responses obtained are considered to result from inner psychological needs; as such they are more or less automatic, with the student having little control over them.

Board of Education--The elected or appointed body which has been vested with responsibilities for authorizing, financing, and evaluating the educational activities in a given school system, school, or geographic area. Such bodies sometimes are known by terms such as school boards, governing boards, boards of directors, school committees, and school trustees. This definition relates to the general term and encompasses the boards of both public and non-public institutions and school systems. Also known as Board of Trustees and School Board. See Public Board of Education.

Board of Trustees--See Board of Education.

Boarding School--See Residential School.

Bonus Points--Additional grade points awarded students in secondary schools for performance in school work of unusual difficulty, e.g., for advanced courses. In this handbook, this does not refer to a system of rewards or "tokens" sometimes used as a teaching technique.

C

Case History--The information that has been recorded about an individual, family, group, or community. The term is most often used in social work agencies, and in sociological, medical, and psychiatric studies.

Case Load--The number of students for whom a professional staff member is responsible for providing special educational services.

Children and Youth with Disabilities--Children with mental retardation, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and who, by reason thereof need special education and related services. This includes disabled children and youth served under the Chapter 1 Handicapped Program. (Individuals with Disabilities Education Act)

Church-Related School--A school associated with a religious or church organization. Also referred to as Private, Religiously-Affiliated School.

Class Size--The membership of a class as of a given date.

Clock-hour--The designation given approximately 60 minutes of class work or instruction. This may include time for passing from one class to another.

Community School--An elementary, secondary, and/or adult/continuing education organizational arrangement (or institution), operated by a local board of public education, in which instruction and other activities are intended to be relevant and applicable to the needs of all or most segments of the total population of the community served.

Community Service Education--A term frequently used synonymously with the term "Adult/Continuing Education." This term reflects the efforts of community colleges and other institutions or agencies to extend their resources (e.g., facilities, personnel, and expertise) into the community through programs of non-credit, educational,

avocational, or recreational courses, seminars, conferences, workshops, and other events utilizing any applicable facility or locale.

Comprehensive High School--A secondary school with a number of departments (e.g., academic, industrial, business, and vocational) offering a diversified program which meets the needs of students with varying interests and abilities.

Compulsory School Attendance--The legal requirement that children begin school no later than a certain age and continue through a certain age.

Compulsory School Attendance Age--The age at which a child must begin school and through which a child is required by law to attend school.

Confidential Reports from Outside Agencies--Confidential information from the records of cooperating agencies and/or individuals such as hospitals, child welfare agencies, the juvenile court, correction officers and private practitioners. Any such reports should be accepted only with the mutual understanding that they will not be incorporated into cumulative records or special student services or records, they will be under the direct supervision of qualified school personnel, and they will be made available on request to students or their parent/guardians. See Cumulative Student Record and Special Student Services Record.

Continuous School Census--An individual record of every resident child from birth to 21 years of age, or within some other age limits, which is checked regularly with all sources of information available to the school so as to provide an accurate current list of all children residing in a given administrative unit.

Corrective Institution--An institution to which children and/or youth are committed for the correction of inappropriate patterns of social behavior. See Institution for Delinquent Children.

Credit--The unit of value, awarded for the successful completion of certain courses, intended to indicate the quantity of course instruction in relation to the total requirements for a diploma, certificate, or degree. Credits are frequently expressed in terms such as "Carnegie Units," "credits," "semester credit hours," and "quarter credit hours."

Credit Course--A course for which a student can receive credit applicable toward graduation or completion of a program of studies.

Crosswalk--In data processing, a procedure by which codes used for data in one data base are translated into the codes of another data base making it possible to relate information between or among data bases.

Curtailed Session--A school session with less than the number of hours of instruction recommended by the State education agency.

D

Day School--A school attended by students during a part of the day, as distinguished from a residential school where students are boarded and lodged as well as taught.

Delinquent Behavior--Behavior of a juvenile which is habitually wayward, disobedient, truant, or of such a nature as to impair or endanger the morals or health of self or others. If a juvenile violates a law or ordinance and is convicted in a court of law as a juvenile, he sometimes is considered a juvenile delinquent, depending on the severity of the violation; for repeated convictions of lesser offenses, he usually is considered a juvenile delinquent. Some

jurisdictions use a term other than "conviction" for juvenile cases. See Institution for Delinquent Children and Juvenile Delinquent.

Department of Defense Dependents School--An elementary or secondary school operated in the United States or overseas for dependents of active duty military and civilian personnel of the U.S. Department of Defense.

Developmental Delay--Each State determines the definition of this term to be used by that State. The definition must: 1) specify that a child may be determined to be eligible if the child has a delay in one or more of the following developmental areas: cognitive development, physical development, including vision and hearing, language and speech development, psychosocial development, or self-help skills; 2) designate the levels of functioning, or other criteria, that will be used in determining a child's eligibility as a result of a developmental delay; and 3) describe the procedures the State will use to determine the existence of a developmental delay in each developmental area.

Disabled Person--Any individual who: (1) has a physical or mental impairment that substantially limits one or more of the major life activities; (2) has a record of such an impairment; or (3) is regarded as having such an impairment. (Americans with Disabilities Act.)

Disadvantaged Person--Unless defined differently for specific educational programs (e.g., vocational education, consumer, and homemaking programs), individuals who have academic, socioeconomic, cultural, or other disabilities that prevent them from succeeding in educational programs designed for individuals without such disabilities; and who, for that reason, require specially designed educational programs and related services. The term includes individuals whose needs for such programs or services result from poverty, neglect, delinquency, or cultural, racial, or linguistic isolation from the community at large. The term does not include physically or mentally disabled individuals except where such persons also are subject to the other disabilities and conditions referred to in this paragraph. See Disabled Person.

Double Session Class--Two groups of children per day with one teacher. Each session is counted as a separate class; for example, if a program had 5 classes that operated mornings and 5 that operated afternoons with the same 5 teachers, that would count as 10 classes.

Dyslexia--Impairment of the ability to read.

E

Education Agency--Administrative agency (e.g. State or local education agency) responsible for providing or administering early childhood, elementary- and/or secondary-level instruction or educational support services.

Education Commission--See Board of Education.

Educational Placement (service setting)--The location where a special education program is provided. This location is one of the following: regular class placement, resource room placement, separate class placement, public separate school placement, private separate school placement, public residential placement, private residential placement, or home/hospital placement.

Educationally Disadvantaged Children--As defined for Federal compensatory education programs, those children who have need for specific assistance so that their level of educational attainment may be raised to that which is appropriate for children of their age. The term includes children who are disabled and/or whose needs for such special

educational assistance result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large.

Employment Permit--A type of legal certificate sometimes called a "work permit," authorizing youths to engage in certain types of work before they have reached the age of unrestricted employment.

English (Socio-Cultural Dialect)--A variation of the English language spoken in the United States by many members of a distinct socio-cultural group, such as Afro-Americans, Chicanos, Puerto Ricans, and Appalachian mountaineers. Such variations of English - generally denoted as non-standard - differ from regional standard variations (and from each other) in regard to grammar as well as pronunciation and idiomatic usage.

English (Standard American)--The English language as spoken in such mainstream institutions of the United States as governmental bodies, schools, churches, and communications media. While there are regional variations of standard American English (e.g., Southern standard and New England standard), the grammar of these regional variations is similar, and the differences between them are predominantly those of pronunciation and idiomatic usage.

Exceptional Children--Children who, because of certain atypical characteristics, have been identified by professionally qualified personnel as requiring special educational planning and services, whether or not such services are available. In general, the term "exceptional children" considers exceptionality on the basis of (a) physical, health, or sensory disability, (b) emotional disability or behavioral problem, and (c) observable exceptionality in mental ability, i.e., mentally gifted and mentally retarded. Some exceptional children have more than one type of exceptionality.

Exceptionality--A physical, health, sensory, mental, psychological, or proficiency characteristic by which qualified professional personnel identify individuals as differing significantly from others in their age group.

Excess Membership in Public Schools--Membership in excess of the normal student capacity of accessible publicly owned school plants in use. This includes any public school students housed in non-publicly owned quarters or makeshift or improvised facilities as well as those who are in excess of the normal capacity in permanent publicly owned school plants.

Extra-state Jurisdictions--Areas under the jurisdiction of the United States including American Samoa, Guam, Puerto Rico, the Northern Mariana Islands, the Virgin Islands, and other areas.

F

Facilitator--One who serves as a leader for some group experience.

Fee--A payment, charge, or compensation for services (other than instruction), privileges, or for the use of equipment, books, or other goods.

Field Length--In data processing, the units of space allowed in a disk, drum, tape, tabulating card, or other device used to record data for a particular item of information.

First-Professional Degree--An award that requires completion of a program that meets all of the following criteria: 1) completion of the academic requirements to begin practice in the profession; 2) at least two years of college work prior to entering the program; and 3) a total of at least six academic years of college work to complete the degree program, including prior required college work plus the length of the professional program itself. Degrees may be awarded in the following ten fields: Chiropractic (D.C. or D.C.M.), Dentistry (D.D.S. or D.M.D.), Medicine (M.D.),

Optometry (O.D.), Osteopathic Medicine (D.O.), Pharmacy (D.Phar.), Podiatry (Pod.D. or D.P.), Veterinary Medicine (D.V.M.), Law (L.L.B. or J.D.), and Theology (M.Div., M.H.L., B.D., or Ordination).

Fishery Activities--Activities involving catching, packing or selling fish, lobsters, shrimp, or other marine life. Specific cases as to whether an individual is recognized as being a migrant student are decided by the Migrant Education Director in each state.

Formerly Migratory Child--A child who is not currently migrating, but was eligible as a currently migratory child within the past five years.

Free Appropriate Public Education (FAPE)--Special education and related services which: 1) are provided at public expense, under public supervision and direction, and without charge; 2) meet the standards of the State education agency, including the requirements of this part; 3) include preschool, elementary school, or secondary school education in the State involved and 4) are provided in conformity with an individualized education program (IEP).

Freshman--In high school, a student in grade nine. In college, a freshman is a student who has earned less than the required number of credit hours for completion of the first year of study.

Full Day of Attendance--Attendance during a complete full-day school session or approved curtailed session. Attendance at a state-approved half-day session for kindergarten or prekindergarten also should be counted as a full day of attendance. An excused absence should not be counted as a day of attendance. See Half Day of Attendance.

Full-day Session--A school session which contains at least the minimum number of hours recommended by the State education agency for a full day of attendance in a given elementary or secondary grade other than kindergarten or prekindergarten.

Full-time (Special Education)--A student who is receiving special education and related services outside the regular classroom for more than 60% of the school day.

G

Graduate--An individual who has received formal recognition for the successful completion of a prescribed program of studies.

General Educational Development (GED) Test--See Tests of General Educational Development.

Grade Points--The specific numerical equivalents for grades received for taking a course that are used in determining Grade Point Averages.

H

Half Day of Attendance--Attendance for approximately half of a full-day school session or an approved curtailed session. For example, a student who is present a major part of either the morning or afternoon portion of a school session usually is counted as being in attendance for that half session. This usually is the smallest unit of time reported

for attendance purposes by an elementary or secondary school during the regular school term. See Full Day of Attendance.

Half-day Session--A school session which contains the minimum number of hours recommended by many State education agencies for kindergarten or prekindergarten instruction, when the length of this session approximates half the number of hours recommended for a full-day session in other elementary grades. Kindergarten and prekindergarten students attending a half-day session are in membership for the full day. However, for purposes of obtaining statistical comparability only, ratios involving these students are computed as though they were in membership for a half day. See Full-day session.

High School Diploma--A formal document certifying the successful completion of a prescribed secondary school program of studies. In some states or communities, high school diplomas are differentiated by type such as an academic diploma, a general diploma, or a vocational diploma.

High School Equivalency Examination--An examination, approved by a State department of education or other authorized agency, intended to provide an appraisal of the student's achievement or performance in the broad subject-matter areas usually required for high school graduation. The Tests of General Educational Development (GED) are the most widely recognized high school equivalency examination. See Tests of General Educational Development (GED).

High School Post Graduate--A student who, after graduating from high school (grade 12) or completing a high school equivalency credential, enters or continues attending a secondary school for additional school work or preparation. Also known as Grade 13.

Homebound Student--A student who is unable to attend classes and for whom instruction is provided at home by a teacher.

Homeroom--The room or other space where a school staff member meets with a group of students for their homeroom period. See Homeroom Period.

Homeroom Period--A portion of a daily session, in a departmentalized or semi-departmentalized instructional organization, during which a teacher and a group of students meet primarily for purposes of checking attendance, making announcements, and attending to other administrative details. See Homeroom.

Hospital Instruction--Formal instruction provided in a hospital, sanatorium, or convalescent home.

I

Incomplete High School--A secondary school which offers less than four full years of work beyond grade eight in a school system that is organized in such a manner that grades kindergarten and first through eighth constitute the elementary grades. This is sometimes called a "truncated high school."

Independent American Overseas School--An elementary or secondary school located outside the United States and its outlying areas which (a) follows basically a U.S.-type curriculum, (b) uses English as the primary language of instruction, and (c) has a large proportion of U.S. citizens in its student body and staff.

Independent School--A school that is primarily supported by tuition, charitable contributions and endowment income rather than by tax or church funds.

Infant and Toddlers with Disabilities--Individuals from birth through age two who need early intervention services because they: 1) are experiencing developmental delays as measured by appropriate diagnostic instruments and procedures in one or more of the following areas: cognitive development, physical development including vision and hearing, language and speech development, psychosocial development, or self-help skills and 2) have a diagnosed physical or mental condition that has a high probability of resulting in developmental delay. This term may also include, at a State's discretion, children from birth through age two who are at risk of having substantial developmental delays if early intervention services are not provided. (Individuals with Disabilities Education Act.)

Institution for Delinquent Children--As defined for Federal compensatory education programs, a public or private non-profit residential facility which is operated primarily for the care of children and/or youth who have been adjudicated to be delinquent for an indefinite period of time or for a period of time other than one of short duration. This term also includes adult correctional institutions in which children are placed. See Delinquent Behavior, Juvenile Delinquent and Corrective Institution.

Institution for Neglected Children--As defined for Federal compensatory education programs, a public or private non-profit residential facility (other than a foster home) which is operated primarily for the care of at least ten children and/or youth who have been committed to the institution, or voluntarily placed in the institution, and for whom the institution has assumed or been granted custodial responsibility pursuant to applicable State law, because of the abandonment or neglect by, or death of, parents or individuals acting in the place of parents. See Neglected Child.

Instruction--The activities dealing directly with students and/or with improving the quality of student learning.

Intermediate Administrative Unit--An administrative unit smaller than the State which exists primarily to provide consultative, advisory, administrative, or statistical services to local education agencies, or to exercise certain regulatory functions over local education agencies. An intermediate unit may operate schools and contract for school services, but it does not exist primarily to render such services. Such units may or may not have taxing and bonding authority. Where there is a supervisory union board, the union is included as an intermediate unit.

Interstate Migratory Child--As defined for Federal compensatory education programs, a child who has moved with a parent or guardian within the past year across state boundaries in order that a parent, guardian, or other member of his immediate family might secure temporary or seasonal employment in an agricultural or fishery activity.

Intrastate Migratory Child--As defined for Federal compensatory education programs, a child who has moved with a parent or guardian within the past year across school district boundaries within a state in order that a parent, guardian, or other member of his immediate family might secure temporary or seasonal employment in an agricultural or fishery activity.

J-K

Job-Entry Level of Employment--A level of employment in which an individual may be placed on the basis of his education and training, without previous related work experience.

Juvenile Delinquent--An offender of the laws of society who, because of his or her age, is not considered a criminal. While the term "juvenile delinquent" is often applied to all youthful offenders tried in juvenile court, these children technically are not legally delinquent until adjudged so by the court. See Delinquent Behavior and Institution for Delinquent Children.

Junior--In high school, a student in grade eleven. In college, a junior is a student who has completed more than the required number of credit hours for completion of the second year of study, but has not completed the requirements for the third year.

L

Laboratory--A learning environment where students work in an individual manner or as part of a group study in a particular subject-matter area, often in the sciences, involving the practical application of theory through observation, experimentation, and research. In the case of foreign language instruction, learning occurs through demonstration, drill, and practice. This applies also to the study of art and music, though such activities may be conducted in a studio.

Laboratory, Model, or Practice School--An elementary or secondary school run by an institution of higher education. Its primary purpose is provide clinical experience in a controlled setting to prospective teachers attending the college or university.

Local Education Agency (LEA)--A public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform service functions for public elementary or secondary schools in 1) a city, county, township, school district, or other political subdivision of a state; 2) such combination of school districts or counties a state recognizes as an administrative agency for its public elementary or secondary schools; 3) any other public institution or agency that has administrative control and direction of a public elementary or secondary school; and 4) any other public institution or agency that has administrative control and direction of a vocational education program.

M

Matai Name--In Samoa, the name of the head of the household or family which is different from the name of the father. This name is assumed when an individual takes over responsibility for a family upon the death or disability of the father (or other provider).

Maximum Class Size--The maximum number of students allowed in class before another staff member must be hired.

Measure--A unit of measurement to which reference may be made for purposes of description, comparison, and evaluation. Many measures are obtained by computation involving one or more items of information.

Membership--The period of time the student's name is on the current roll of a class or school, regardless of his or her being present or absent. The membership of a class or school is the number of students on the current roll as of a given date. This may be obtained by a simple count or by adding the total number present and the total number absent.

Membership in Special Groupings and/or Special Schools--The number of students on the current roll in special programs (e.g., in special classes, groupings, or caseloads) and/or special schools as of a given date.

Migratory Worker--An individual whose primary employment is on a seasonal or other temporary basis, for agricultural or fishery work, and who establishes a temporary residence, with or without his family, for the purpose of such employment.

Mild Retardation--State in which individuals are capable of becoming self-sufficient and can learn academic skills through the upper elementary grades. (Office for Civil Rights, U.S. Department of Education)

Minimum Permissible Class Size--The smallest number of students to be assigned to a class of a given type, below which the class may be canceled.

Moderate Retardation--State in which children are not able to profit suitably from regular instruction or instruction for the mildly retarded. (Office for Civil Rights, U.S. Department of Education)

Monitoring System--A set of procedures and programs for a computerized information system that are designed to check recorded or transmitted signals in the process of imputing or retrieving information from data files.

N

Neglected Child--As defined for Federal compensatory education programs, a child residing in a public or private non-profit residential institution (other than a foster home) which has assumed or been granted custodial responsibility for the child pursuant to state law, because of the abandonment or neglect by, or death of, parents or individuals acting in the place of parents. See Institution for Neglected Children.

No Year Level--In college, a designation for the status of a student who has previously earned a degree or who is not enrolled in a degree program.

Non-credit Course--A course or activity having no credit applicable toward a degree, diploma, certificate, or other formal award. See also Credit Course.

Non-educational Institution--A hospital, sanatorium, convalescent home, mental health clinic, orphanage, corrective institution, or other institution whose primary function is other than that of a school.

Non-district School or Facility--A public or private school or facility that provides instruction or services which are not provided by the local education agency. This includes regional service agencies that provide administrative or special services to local education agency students.

Non-graded Class--See Ungraded Class.

Non-resident Student of Administrative Unit (or School District)--A student who resides outside the administrative unit (or school district).

Non-resident Student of Attendance Area--A student who resides outside the geographic area normally served by the school he or she attends. See School Attendance Area.

Non-standard English--See English (Socio-Cultural Dialect).

O-P-Q

Outlying Areas--See Extra-State Jurisdictions

Part-time Special Education--If a student is receiving special education and related services outside the regular classroom for 60% or less of the school day, that student is counted as part-time in special education.

Physical Education--Activities focused on the development of: physical and motor fitness; fundamental motor skills and patterns; and skills in aquatics, dance, individual and group games, and sports (including intramural and lifetime sports). The term includes special physical education, adapted physical education, movement education, and motor development.

Postsecondary Education--The provision of a formal instructional program whose curriculum is designed primarily for students who are beyond the compulsory age for high school. This includes programs whose purpose is academic, vocational, and continuing professional education, and excludes avocational and adult basic education programs.

Prevention, Primary--A concept in the mental health field that refers to actions that anticipate a disorder and foster optimal health. The concept encompasses those activities directed to specifically identified vulnerable high-risk groups within the community who have not been labeled as psychiatrically ill and for whom measures can be undertaken to avoid the onset of emotional disturbance and/or to enhance their level of positive mental health. Programs are primarily educational rather than clinical and are oriented toward increasing people's capacities for dealing with crises and taking steps to improve their own lives.

Prevention, Secondary (Drug Abuse)--Intervention to ward off drug abuse or addiction directed at those individuals experimenting with drugs who are linked with but not yet absorbed into an addict subculture and for whom the risk of addiction is high.

Project Area--As defined for Federal educational programs, a school attendance area, or combination of school attendance areas, which because of a high concentration of children or families of specified characteristics is thereby designated as an area from which selected children may be served by a particular program. See Attendance Area.

Proprietary School--A school that is operated for profit.

Psychometric Data--Assessment data about a student analyzed by the application of mathematical and statistical methods.

Psychotherapy--A technique of treating mental disorders by means of insight, persuasion, suggestion, reassurance, and instruction so that patients may see themselves and their problems more realistically and have the desire to cope with them.

Public Board of Education--The elected or appointed body which has been created according to state law and vested with responsibilities for educational activities in a given geographic area. Such bodies are sometimes known as school boards, governing boards, boards of directors, school committees, and school trustees. This definition includes state boards of education and the boards of intermediate and local basic administrative units and individual public institutions. See Board of Education.

Public Record--A record which by law, regulation, or custom is generally available to the public at large, or to segments of the public having a legitimate reason for reviewing the record.

R

Range of Class Sizes--The smallest and largest memberships of classes of a given type as of a given date.

Registration--As used in this handbook, the process of enrolling into a school or course. The act of placing the student's name on the rolls of the school or school system does not ensure that the student will attend the school (or a school in the school system) and does not constitute entering into active membership status.

Related Services--This term means transportation and such developmental, corrective, and other supportive services as are required to assist a child with disabilities to benefit from special education, and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training.

Report--A collection of information which is prepared by a person, unit, or organization for the use of some other person, unit, or organization.

Reporting Period--A period of time for which a report is prepared (e.g., a calendar year, school year, regular school term, summer school term, semester, or marking period). Also called grading period.

Reporting Unit--The organizational unit submitting a report (e.g., a state department of education, an intermediate administrative unit, a local education agency, or a school).

Reporting Year--A specific twelve month period for which data about an individual or an organization are collected.

Resident Student--A student whose legal residence is within the geographic area served by a specified school, school system, or institution. See Attendance Center, School Attendance Area, Resident Student of Administrative Unit (or School District), Resident Student of an Institution, and Resident Student of School Attendance Area.

Resident Student of Administrative Unit (or School District)--A student whose legal residence is within a specified administrative unit (or school district). See Resident Student.

Resident Student of an Institution--A student who resides during a school term in an institution (such as a residential school or residential child-care institution) rather than in a private home. See Residential School and Resident Student.

Resident Student of School Attendance Area--A student whose legal residence is within the geographic area served by the school he or she attends. See School Attendance Area and Resident Student.

Residential School--An educational institution in which students are boarded and lodged as well as taught. See Resident Student of an Institution.

Residential School for Special Education--A residential school providing a program of education for disabled students.

Retrieval of Information--Locating and recovering information from wherever it may be stored.

Roll--A list of names for checking attendance.

S

School Attendance Area--The geographic area which is served by a school. It does not necessarily constitute a local taxing unit and likewise does not necessarily have an independent system of administration. Attendance areas for elementary schools may or may not be conterminous with attendance areas for secondary schools.

School Board--See Board of Education.

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School Census--An enumeration and collection of data, as prescribed by law, to determine the name, age, address, and other pertinent information about children and youth who reside within the geographic boundaries of a local education agency.

School Census Age--The age span of children and youth included in the school census.

School Day--That part of a calendar day when school is in session.

School District--A term used synonymously with the term "local basic administrative unit." See Local Education Agency (LEA).

School Fiscal Year--See School Year.

School Holiday--A day on which school is not conducted either because of legal provisions or because of designation by the board of education as a holiday. Since such days are not considered as days in session, the students are considered as being neither present nor absent on school holidays.

School Plant--The site, buildings, and equipment constituting the physical facilities used by a single school or by two or more schools sharing the use of common facilities.

School System--The representation of the education system as a whole, including schools, school districts and other local administrative units (such as dioceses), intermediate agencies (such as regional service centers), State education agencies, and the United States Department of Education.

School Year--The 12-month period of time denoting the beginning and ending dates for school accounting purposes, usually from July 1 through June 30. This sometimes is referred to as the "school fiscal year."

Self-help Group--A group formed around a particular problem area in which behavior control is the primary reward for participation.

Senior--In high school, a student in grade twelve is called a senior. In college, a senior is a student who has completed more than the required number of credits hours for completion of the third year of study, but has not completed the requirements for the fourth year.

Service-Learning--A learning activity: 1) under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and community; 2) that is integrated into the students' academic curriculum or provides structured time for a student to think, talk, or write about what the student did and saw during the actual service activity; 3) which provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and 4) that enhances what is taught in school by extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others.

Severe Retardation--State in which children are significantly subaverage in intellectual functioning and who have concurrent deficits or impairments in adaptive functioning. This is a developmental disorder whose onset occurs before the age of 18. (Office for Civil Rights, U.S. Department of Education)

Significant Other--An important individual who plays a major role in the life of a subject in addition to the subject's spouse or close relatives or in lieu of a spouse or close relative.

Sophomore--In high school, a student in grade ten. In college, a sophomore is a student who has completed more than the required number of credit hours for completion of the first year of study, but has not completed the requirements for the second year.

Special Student Services Record--Confidential information originating as reports written by student services workers of the local education agency for the expressed use of other professionals within the agency, including systematically gathered teacher or counselor observations, verified reports of serious or recurrent behavior problems, and selected health data. (Normally, special student services records are maintained separately from cumulative student records.) See Cumulative Student Record and Confidential Reports from Outside Agencies.

Staff Member--An individual who performs specified activities for any public or private education institution or agency that provides instructional and/or support service to students or staff at the pre-kindergarten level through high school completion. This includes: 1) an "employee" who performs services under the direction of the employing institution or agency, is compensated for such services by the employer, and is eligible for employee benefits and wage or salary tax withholdings; 2) a "contractor" or "consultant" who performs services for an agreed-upon fee; 3) a "volunteer" who performs services on a voluntary or uncompensated basis.

Standard--Something established for use as a rule or basis of comparison in measuring or judging capacity, quantity, content, extent, value, quality, etc.

Student Accounting--A system for collecting, computing, and reporting information about students.

Student Body Activities--Cocurricular activities for students--such as entertainments, publications, and clubs--that are managed or operated by students under the guidance or supervision of staff members.

Student Record--A record of significant, factual information regarding the progress and growth of a student as he/she goes through school that can include: personal identifying data; selected family data; selected physical, health, and sensory data; standardized test data; membership and attendance data; and school performance data.

Substance Abuse--Operationally defined by the National Research Council to encompass four behavioral patterns: overeating, cigarette smoking, alcohol abuse, and drug abuse.

T

Technical Institute--An institution, or a division of an institution, offering instruction primarily in one or more of the technologies.

Tests of General Educational Development (GED)--A battery of tests taken by an individual who has attained a state-approved age and who did not graduate from high school which measures the extent to which their past experiences (in-school and out-of-school) have contributed to the knowledge, skills, and understandings ordinarily acquired through a high school education. Certificates of high school equivalency or diplomas are issued by most State departments of education for the successful completion of the Tests of General Educational Development. See High School Equivalency Examination.

Transcript--An official record of student performance showing all schoolwork completed at a given school and the final mark or other evaluation received in each portion of the instruction. Transcripts often include an explanation of the marking scale used by the school.

Truancy--The failure of a child to attend school regularly as required by law, without reasonable excuse for his/her absence.

Type A Lunch--A lunch which meets the meal requirements prescribed by the U.S. Department of Agriculture under the National School Lunch Act of 1946, as amended. Such a lunch is designed to provide one-third of the recommended daily dietary allowance for a 10- to 12-year-old child.

U

Ungraded Class--A class which is not organized on the basis of age or grade grouping and has no standard grade designation. This includes regular classes which have no grade designations, special classes for exceptional students which have no grade designations, and many adult/continuing educational classes. Such a class is likely to contain students of different ages who, frequently, are identified according to level of performance in one or more areas of instruction rather than according to grade level or age level. Ungraded classes sometimes are referred to as "non-graded."

Universal Birth Number--An identification number assigned to an individual by the Bureau of Vital Statistics of a State, using a combination of digits representing area code, birth registration number, and year of birth.

V-W-X-Y-Z

Vaccine--A preparation introduced into the body to produce immunity and protection from a disease.

Veteran--An individual who served on active duty as a member of the active Armed Forces of the United States and was discharged or released therefrom under conditions other than dishonorable. (National Guard personnel and reservists called to active duty for civil disturbances, disasters, or training for a limited period are not considered veterans under this definition.)

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Appendices

Appendix A

MEMBERS OF THE NATIONAL TASK FORCE ON EDUCATION DATA ELEMENTS (STUDENT DATA SUBGROUP)

The Student Data Subgroup of the National Task Force on Education Data Elements was formed to oversee the development of this handbook. Members of the task force met four times in Washington, D.C. to provide guidance for the development, and they reviewed the various drafts of the handbook. Members and participants of the task force include:

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Appendix B

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Authors of the handbook are indebted to all individuals who have shared their knowledge, expertise, and time through their participation in the public review process and in focus group meetings. Their contribution to the handbook development effort should not be understated.

Public Review Participants

In September 1992, about 500 copies of the first draft of this document were sent to different offices in state education agencies in all 50 states and the extra-state jurisdictions, selected offices in the United States Department of Education, and 150 local education agencies. In addition, copies were sent to professional associations which have a vested interest in collecting and using student data and those organizations which represent specific aspects in early childhood, elementary, and secondary education. Presentations were made at several professional meetings and conferences where quick review was solicited. During this one-year process, the following individuals have sent their comments and/or suggestions. Their time and effort spent on this process are deeply appreciated:

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In May 1993, two focus groups were convened in Washington, D.C. to review a revised draft of the handbook. Participants were invited to examine the document with regard to its comprehensiveness and appropriateness as applied in the settings of early childhood education and in private education. The following individuals contributed enormously to the improvement of the final draft through their discussion in the meetings as well as by assisting project staff on specific tasks after the meetings:

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Staff from the United States Department of Education, state education agencies, and other organizations have contributed to the handbook by sharing information about surveys conducted by their offices or definitions of specific terms. This information has been used in developing definitions for data elements in Chapter 3 and developing the Application Table in Chapter 4. Their contributions are deeply appreciated.

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Appendix C

GUIDELINES AND PARTICIPANTS OF FIELD STUDIES

From June to August 1993, field studies of this handbook were conducted at a variety of organizations, including state and local education agencies, schools, associations, and research institutes. Two types of field studies were identified to provide the information needed to ensure that the handbook is useful for different users:

- **Comparison to Existing Data System**--If the field study sites already had student record systems in place, they were asked to compare the entities, data elements, and options in Chapter 3 as well as the data element attributes in Chapter 4 to the variables in their systems.

- **Use of Handbook in Designing a System or Developing Materials**--If the field study sites were in the process of developing student record systems or developing manuals or training materials, they were asked to use the handbook as a tool to help identify data elements, options, and formats or other information.

With a clear statement about the purposes of the document and anticipated users of it, field study participants were given a set of guidelines to further assist them in the studies. The guidelines involve an examination of the following:

- The usefulness of the handbook in performing their tasks;
- Information that is missing from the handbook that would make it more useful;
- The clarity of the distinction between entities, categories, data elements, and options;
- The comprehensiveness of the listing of entities, data elements, and options and items that are missing from the document;
- The appropriateness (e.g., generic versus too restrictive) of the entities, data elements, or options;
- The thoroughness of the appendices; and
- The appropriateness of the identified data element types and the field lengths (i.e., long enough or too long).

Upon the completion of the field studies, participants provided feedback to project staff regarding the above guidelines. Changes were integrated into the document accordingly and a revised draft was reviewed and approved by the Student Data Subgroup of the National Task Force on Education Data Elements (see Appendix A for a list of task force members). With extreme gratitude the project staff would like to thank the following participants in the field studies:

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Appendix D

DATA ELEMENTS RELATED TO SPEEDE/EXPRESS[1]

Below is a list of data elements and entities which together make up most of the data elements included in the SPEEDE/ExPRESS format, as described in *A Guide to the Implementation of the SPEEDE/ExPRESS Electronic Transcript*. The exact name of the data elements differs in some cases between SPEEDE/ExPRESS and this handbook because some SPEEDE/ExPRESS data elements have names with combined entities and data elements. In other cases, data elements in this handbook have been given titles more generic and familiar to the elementary/secondary field. In addition, in some instances a field length for a data element may be shorter in the handbook than in SPEEDE/ExPRESS. This occurs because the SPEEDE/ExPRESS format conforms with the requirements of the American National Standards Committee Accrediting Standards Committee X12, Electronic Data Interchange, and it was felt that some field lengths were unnecessarily long. The field lengths included in this handbook are consistent with field lengths used in NCES surveys or other reporting documents and should not preclude the crosswalk of information kept in the handbook's format into the SPEEDE/ExPRESS format.

Handbook Number and Data Element		Handbook Entity(ies)
001	First Name	Student, Parent/Guardian
002	Middle Name	Student, Parent/Guardian
003	Last/Surname	Student, Parent/Guardian
004	Generation Code	Student, Parent/Guardian
005	Personal Title	Student, Parent/Guardian
006	Alias	Student, Parent/Guardian
007	Former Legal Name	Student, Parent/Guardian
008	Last/Surname at Birth	Student, Parent/Guardian
011	Name of Individual	Sibling(s) or Other School-Age Children Living in Student's Household, Responsible Adult of Student's Household, Other Adult Living in Student's Household, Sponsor
012	Name of Institution	School, Postsecondary Institution
013	Identification Number	Student, Class, Assessment

[1] Source: SPEEDE/ExPRESS, **A Guide to the Implementation of the SPEEDE/ExPRESS Electronic Transcript**, Version 1, Release 1, Council of Chief State School Officers (CCSSO), American Association of Collegiate Registrars and Admissions Officers (AACRAO), National Center for Education Statistics (NCES), August 1992. Washington, D.C.: CCSSO.

014	Identification System	Student, Class
015	Race/Ethnicity	Student
017	Sex	Student
018	Birthdate	Student
020	City of Birth	Student
021	County of Birth	Student
022	State of Birth	Student
023	Country of Birth	Student
025	Citizenship Status	Student
026	Country of Citizenship	Student
027	English Proficiency	Student
028	Language Type	Student
029	Language	Student
037	Street Number/Name	Student, Parent/Guardian, School
038	Apartment/Room/Suite Number	Student, Parent/Guardian, School
039	City	Student, Parent/Guardian, School
040	County	Student, Parent/Guardian, School
041	State	Student, Parent/Guardian, School
042	Zip Code	Student, Parent/Guardian, School
043	Country	Student, Parent/Guardian, School
044	Complete Permanent Address	Sponsor, Postsecondary Institution
045	Complete Campus Address	Student
047	Telephone Number	Student, Parent/Guardian
048	Facsimile (FAX) Number	Student, Parent/Guardian
060	Marital Status	Student

066	Relationship to Student	Parent/Guardian, Sibling(s) or Other School-Age Children Living in Student's Household, Responsible Adult of Student's Household, Other Adult Living in Student's Household, Sponsor
083	Entry Level	Student
104	Exit/Withdrawal Date	Student
106	Exit/Withdrawal Type	Student
122	Subject Matter Area or Department	Class
123	Instructional Level	Class
124	Descriptive Title	Class
130	Credit Type Offered	Class
131	Number of Credits Attempted	Class
132	Repeat Identifier	Class
133	Number of Credits Received	Class
136	Grade Assigned	Class
137	Grade Value Qualifier	Class
191	Assessment Content	Assessment
192	Subtest Type	Assessment
193	Level (for which Designed)	Assessment
194	Grade Level when Assessed	Assessment
195	Copyright Date	Assessment
199	Administration Language	Assessment
201	Administration Date	Assessment
205	Norm Group	Assessment
206	Norm Year	Assessment
207	Norming Period	Assessment
209	Reporting Method	Assessment

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210	Score Results	Assessment
211	Score Interpretation Information	Assessment
212	Reporting and Documentation	Assessment
245	Diseases, Illnesses, and Other Temporary Conditions	Student
246	Medical Treatment	Student
252	Health Care History Episode Date	Student
256	Medical Examination Date	Health Evaluation
276	Immunization Type	Student
278	Immunization Date	Student
279	Immunization Status Code	Student
283	Referral Date	Student
305	Program Participation Reason	Student
306	Program Participation Identification Date	Student
316	Individualized Program Date	Student
320	Program Funding Source	Program/Service
321	Instructional Program Service Type	Program/Service
324	Service Description	Program/Service
329	Care/Service Beginning Date	Program/Service
334	Care/Service Ending Date	Program/Service

Appendix E

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974[1]

The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of a student's education records. The law applies to all schools which receive funds under an applicable program from the United States Department of Education.

FERPA gives certain rights to parents regarding their children's education records. These rights transfer to the student or former student who has reached the age of 18 or is attending any school beyond the high school level. Students and former students to whom the rights have transferred are called eligible students. The following are the highlights of the law:

- Parents or eligible students have the right to inspect and review all of the student's education records maintained by the school. Schools are not required to provide copies of materials in education records unless, for reasons such as great distance, it is impossible for parents or eligible students to inspect the records personally. The school may charge a fee for copies.

- Parents and eligible students have the right to request that a school correct records believed to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record commenting on the contested information in the record.

- Generally, the school must have written permission from the parent or eligible student before releasing any information from a student's records. However, the law allows schools to disclose records, without consent, to the following parties:

  - School employees who have a need-to-know;
  - Other schools to which a student is transferring;
  - Certain government officials in order to carry out lawful functions;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations doing certain studies for the school;
  - Accrediting organizations;
  - Individuals who have obtained court orders or subpoenas;
  - Persons who need to know in cases of health and safety emergencies; and
  - State and local authorities to whom disclosures is required by state laws adopted before November 19, 1974.

Schools may also disclose, without consent, "directory" type information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, the school must tell parents and students of the information that is designated as directory information and provide a reasonable amount of time to allow the parent or eligible student to request the school not to disclose that information about them.

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[1] Source: *Fact Sheet: Family Educational Rights and Privacy Act of 1974*, Office of Human Resources and Administration, United States Department of Education.

Schools must notify parents and eligible students of their rights under this law. The actual means of notification (special letter, inclusion on a Parent Teacher Association bulletin, student handbook, or newspaper article) is left to each school.

Schools must adopt a written policy about complying with FERPA. Schools must give the parent or eligible student a copy of the policy on request.

Question about FERPA, problems in securing an individual's rights under the Act, or inquiries about training on FERPA should be directed to:

Family Policy Compliance Office
United States Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-4605

Appendix F

DERIVED INFORMATION RELATED TO GROUPS OF STUDENTS

Included in this appendix are examples of terms which are derived and computed by using data elements in student records. These terms can be used to describe groups of students, not individuals. They are especially useful for policy analyses (e.g., to assess school performance or planning special programs).

Aggregated Days of Absence--The sum of the days in absence of all students when school is in session during a given reporting period.

Aggregate Days of Attendance--The sum of the days in attendance of all students when school is in session during a given reporting period.

Aggregate Days of Membership--The sum of the days in membership of all students when school is in session during a given reporting period.

Annual Withdrawal Rate--The total number of times students withdraw from school during a given school session, divided by the number of students in active membership status during the same session, expressed as a percentage.

Average Age of Students--The total of the ages (expressed in years and months) of the students of a given group divided by the number of students in the same group.

Average Class Size--The total membership of classes of a given type, as of a given date, divided by the number of such classes.

Average Daily Absence--If not otherwise defined in state laws, the aggregate days of absence of a given school during a given reporting period divided by the number of days school is in session during this period measured to the nearest half-day. Only days in which the students are under the guidance and direction of school staff members should be considered as days in session. The average daily absence for groups of schools having varying lengths of terms is the sum of the average daily absences obtained for the individual schools.

Average Daily Attendance (ADA)--If not otherwise defined in state laws, the aggregate days of attendance of a given school during a given reporting period divided by the number of days school is in session during this period measured to the nearest half-day. Only days in which the students are under the guidance and direction of school staff members should be considered as days in session. The average daily attendance for groups of schools having varying lengths of terms is the sum of the average daily attendance obtained for the individual schools.

Average Daily Membership (ADM)--If not otherwise defined in state laws, the aggregate days of membership of a given school during a given reporting period divided by the number of days school is in session during this period measured to the nearest half-day. Only days in which the students are under the guidance and direction of teachers should be considered as days in session. The reporting period is generally a given regular school session. The average daily membership for groups of schools having varying lengths of terms is the sum of the average daily memberships obtained for the individual schools.

Average Daily Membership of Students Transported--The aggregate days of membership during a given reporting period students are transported to and from school divided by the number of days school is in session during this period.

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Average Daily Number of Students Participating in Free-Breakfast Program--The total number of servings for participating students in the national free-breakfast program, divided by the number of days the meal is served.

Average Daily Number of Students Participating in Free-Lunch Program--The total number of servings for participating students in the national free-lunch program, divided by the number of days the meal is served.

Average Daily Number of Students Participating in Reduced-Price Breakfast Program--The total number of servings for participating students in the national reduced-priced breakfast program, divided by the number of days the meal is served.

Average Daily Number of Students Participating in Reduced-Price Lunch Program--The total number of servings for participating students in the national reduced-priced lunch program, divided by the number of days the meal is served.

Average Membership Per School--The total membership of schools in a reporting unit, as of a given date, divided by the number of schools in the unit.

Average Number of Students Transported--The aggregate days of attendance during a given reporting period that students are transported to and from school divided by the number of days transportation is provided.

Full-Time Equivalent Enrollment--The equivalent number of full-time students in a school as of a given date, determined by dividing the assumed normal individual student load of credit hours into the total student credit hours as of that date.

Median Age of Students--For a given group of students, the age that evenly divides the distribution of students when classified by age (i.e., the age so selected that 50 percent of the students are older and 50 percent are younger).

Membership--A non-duplicated count of students on the current rolls of a school as of a given date. This is obtained by: 1) adding the total number of original entries and the total number of re-entries and subtracting the total number of withdrawals; or 2) adding the total number of students in attendance and the total number of students in absence.

Number of Students Advanced at an Accelerated Rate--The number of students who are promoted at a rate more rapid than one grade per year.

Number of Students Completing a Given Course--The number of students in a graduation group, including discontinuers or dropouts, who completed a given course during their years in a given school or school system.

Number of Students Who Are Free-Lunch Eligible--The number of students whose applications have been approved by the school (within the prescribed limits of pre-established income standards) for participating without charge in the national school lunch programs.

Number of Students Dropping Out--The number of students who were enrolled in school at some time during the previous school year, but were not enrolled at the beginning of the current school year. They have neither graduated from high school nor completed any state- or district-approved educational program and do not meet any of the following exclusionary conditions: 1) transfer to another public school district, private school, or state- or district-approved educational program; 2) temporary absence due to suspension or school-approved illness; or 3) death.

Percentage of Absence--The average days of absence during a given reporting period divided by the average days of membership for this period, expressed as a percentage; or, the aggregate days of absence divided by the aggregate days of membership, expressed as a percentage.

Percentage of Attendance--The average days of attendance during a given reporting period divided by the average days of membership for this period, expressed as a percentage; or, the aggregate days of attendance divided by the aggregate days of membership, expressed as a percentage.

Percentage of Change in Membership from Previous Year (for a Given Date)--The difference in membership from a given date in one year to a corresponding date the following year, divided by the membership as of the first date, expressed as a percentage.

Percentage of Change in Membership from Previous Year (for a Period of Time)--The difference in average daily membership from a given period of time in one year to a corresponding period of time the following year, divided by the average daily membership during the first period of time, expressed as a percentage.

Percentage of High School Graduates Who Completed Courses in Various Subject Matter Areas--The number of students in a given high school graduation group who completed courses in each of a number of specific subject-matter areas, divided by the total number of students in the group, expressed as a percentage.

Percentage of Participation in Free-Breakfast Program--The average daily number of participating students in the free breakfast program during a given reporting period, divided by the average daily attendance for the same period.

Percentage of Participation in Free-Lunch Program--The average daily number of students participating in the school lunch program during a given reporting period, divided by the average daily attendance for the same period.

Percentage of Students Currently Members of Classes in Various Subject-Matter Areas--The number of students in a given school group who are members of classes in each of a number of specific subject matter areas, divided by the total number of students in the group, expressed as a percentage.

Percentage of Students Making Normal Progress--The number of students making normal progress during a given reporting period, divided by the membership at the close of the period, expressed as a percentage.

Percentage of Students Not Promoted--The number of students who, at the close of a given reporting period (e.g., a regular school session), are reassigned to the same grade, divided by the membership at the close of the period, expressed as a percentage. Students in ungraded classes are not considered "not promoted" unless (and until) they are asked to spend more than the usual amount of time in such classes.

Percentage of Students Participating in Various Activities--The number of students who, during a given reporting period (e.g., a regular school session), take part in each of a number of specific activities, divided by the average daily membership of students in the group, expressed as a percentage.

Percentage of Students Promoted--The number of students promoted during or at the close of a given reporting period (e.g., a regular school session), divided by the membership at the close of the period, expressed as a percentage. For reporting purposes, students in ungraded classes who have made satisfactory progress may be considered separately or they may be considered promoted.

Percentage of Students Transported at Public Expense--The average daily membership of students transported at public expense, divided by the average daily membership of the reporting unit, expressed as a percentage.

Percentage of Total Excess Public School Membership--Total excess membership in public schools divided by the normal student capacity of accessible publicly owned school plants in use, expressed as a percentage.

Percentage of Transported Students Riding a Given Time--The average daily membership of students who ride a given time (e.g., 30 minutes or 2 hours), divided by the average daily membership of students transported, expressed as a per-

centage. This percentage may be determined as of a given date or it may be determined on the basis of averages for a given reporting period.

Students Per Acre--The average daily membership of a school divided by the total number of developed and undeveloped acres in the school site.

Appendix G

LIST OF U.S. STATES AND EXTRA-STATE JURISDICTIONS AND CODES[1]

AL	Alabama	MD	Maryland	SC	South Carolina
AK	Alaska	MA	Massachusetts	SD	South Dakota
AZ	Arizona	MI	Michigan	TN	Tennessee
AS	Arkansas	MN	Minnesota	TX	Texas
CA	California	MS	Mississippi	UT	Utah
CO	Colorado	MO	Missouri	VT	Vermont
CT	Connecticut	MT	Montana	VA	Virginia
DE	Delaware	NE	Nebraska	WA	Washington
DC	District of Columbia	NV	Nevada	WV	West Virginia
FL	Florida	NH	New Hampshire	WI	Wisconsin
GA	Georgia	NJ	New Jersey	WY	Wyoming
HI	Hawaii	NM	New Mexico	AS	American Samoa
ID	Idaho	NY	New York	FM	Federated States of Micronesia
IL	Illinois	NC	North Carolina	GU	Guam
IN	Indiana	ND	North Dakota	MH	Marshall Islands
IA	Iowa	OH	Ohio	MP	Northern Mariana Islands
KS	Kansas	OK	Oklahoma	PW	Palau
KY	Kentucky	OR	Oregon	PR	Puerto Rico
LA	Louisiana	PA	Pennsylvania	VI	Virgin Islands
ME	Maine	RI	Rhode Island		

[1] Source: *The United States Zip Code and Post Office Directory*, U.S. Postal Service, 1993. Washington, D.C.

Appendix H

LIST OF COUNTRIES AND CODES[1]

AD	Andorra
AE	United Arab Emirates
AF	Afghanistan
AG	Antigua & Barbuda
AI	Anguilla
AL	Albania
AM	Armenia
AN	Netherlands Antilles
AO	Angola
AQ	Antarctica
AR	Argentina
AS	American Samoa
AT	Austria
AU	Australia
AW	Aruba
AZ	Azerbaijan
BA	Bosnia & Herzegovina
BB	Barbados
BD	Bangladesh
BE	Belgium
BF	Burkina Faso
BG	Bulgaria
BH	Bahrain
BI	Burundi
BJ	Benin
BM	Bermuda
BN	Brunei Darussalam
BO	Bolivia
BR	Brazil
BS	Bahamas
BT	Bhutan
BU	Burma
BV	Bouvet Island
BW	Botswana
BY	Byelorussian SSR
BZ	Belize
CA	Canada
CC	Cocos (Keeling) Islands
CF	Central African Republic

[1] Sources: *Codes for Representation of Names of Countries* [ISO 3166-1974 (E), ISO 3166-1988 (E), ISO 3166-1993 (E)]. Available from American National Standards Institute, Inc., 11 West 42nd Street, 13th Floor, New York, New York 10036 or National Technical Information Service, 5285 Port Royal Road, Springfield, VA 22100.

CG	Congo
CH	Switzerland
CI	Ivory Coast (Côte d'Ivoire)
CK	Cook Islands
CL	Chile
CM	Cameroon
CN	China
CO	Colombia
CR	Costa Rica
CS	Czechoslovakia
CU	Cuba
CV	Cape Verde
CX	Christmas Island
CY	Cyprus
CZ	Czech Republic
DD	German Democratic Republic
DE	Germany (Formerly, Federal Republic of Germany)
DJ	Djibouti
DK	Denmark
DM	Dominica
DO	Dominican Republic
DZ	Algeria
EC	Ecuador
EE	Estonia
EG	Eqypt
EH	Western Sahara
ER	Eritrea
ES	Spain
ET	Ethiopia
FI	Finland
FJ	Fiji
FK	Falkland Islands (Malvinas)
FM	Micronesia
FO	Faroe Islands
FR	France
FX	France, Metropolitan
GA	Gabon
GB	United Kingdom (Great Britain)
GD	Grenada
GE	Georgia
GF	French Guiana
GH	Ghana
GI	Gibraltar
GL	Greenland
GM	Gambia
GN	Guinea
GP	Guadeloupe
GQ	Equatorial Guinea
GR	Greece
GS	South Georgia & the South Sandwich Islands
GT	Guatemala

GU	Guam
GW	Guinea-Bissau
GY	Guyana
HK	Hong Kong
HM	Heard Island & McDonald Islands
HN	Honduras
HR	Croatia
HT	Haiti
HU	Hungary
ID	Indonesia
IE	Ireland
IL	Israel
IN	India
IO	British Indian Ocean Territory
IQ	Iraq
IR	Islamic Republic of Iran
IS	Iceland
IT	Italy
JM	Jamaica
JO	Jordan
JP	Japan
KE	Kenya
KG	Kyrgyzstan
KH	Cambodia (Formerly, Democratic Kampuchea)
KI	Kiribati
KM	Comoros
KN	St. Kitts and Nevis
KP	Korea, Democratic People's Republic of
KR	Korea, Republic of
KW	Kuwait
KY	Cayman Islands
KZ	Kazakhstan
LA	Lao People's Democratic Republic
LB	Lebanon
LC	Saint Lucia
LI	Liechtenstein
LK	Sri Lanka
LR	Liberia
LS	Lesotho
LT	Lithuania
LU	Luxembourg
LV	Latvia
LY	Libyan Arab Jamahiriya
MA	Morocco
MC	Monaco
MD	Moldova, Republic of
MG	Madagascar
MH	Marshall Islands
ML	Mali
MM	Myanmar
MN	Mongolia

MO	Macau
MP	Northern Mariana Islands
MQ	Martinique
MR	Mauritania
MS	Montserrat
MT	Malta
MU	Mauritius
MV	Maldives
MW	Malawi
MX	Mexico
MY	Malaysia
MZ	Mozambique
NA	Namibia
NC	New Caledonia
NE	Niger
NF	Norfolk Island
NG	Nigeria
NI	Nicaragua
NL	Netherlands
NO	Norway
NP	Nepal
NR	Nauru
NT	Neutral Zone
NU	Niue
NZ	New Zealand
OM	Oman
PA	Panama
PE	Peru
PF	French Polynesia
PG	Papua New Guinea
PH	Philippines
PK	Pakistan
PL	Poland
PM	St. Pierre & Miquelon
PN	Pitcairn
PR	Puerto Rico
PT	Portugal
PW	Palau
PY	Paraguay
QA	Qatar
RE	Réunion
RO	Romania
RU	Russian Federation
RW	Rwanda
SA	Saudi Arabia
SB	Solomon Islands
SC	Seychelles
SD	Sudan
SE	Sweden
SG	Singapore
SH	St. Helena

SI	Slovenia
SJ	Svalbard & Jan Mayen Islands
SK	Slovakia
SL	Sierra Leone
SM	San marino
SN	Senegal
SO	Somalia
SR	Suriname
ST	Sao Tome & Principe
SU	Union of Soviet Socialist Republics
SV	El Salvador
SY	Syrian Arab Republic
SZ	Swaziland
TC	Turks & Caicos Islands
TD	Chad
TF	French Southern Territories
TG	Togo
TH	Thailand
TJ	Tajikistan
TK	Tokelau
TM	Turkmenistan
TN	Tunisia
TO	Tonga
TP	East Timor
TR	Turkey
TT	Trinidad & Tobago
TV	Tuvalu
TW	Taiwan, Province of China
TZ	Tanzania, United Republic of
UA	Ukraine (Formerly, Ukrainian Soviet Socialist Republic)
UG	Uganda
UM	United States Minor Outlying Islands
US	United States of America
UY	Uruguay
UZ	Uzbekistan
VA	Vatican City State (Holy See)
VC	St. Vincent & the Grenadines
VE	Venezuela
VG	British Virgin Islands
VI	United States Virgin Islands
VN	Vietnam
VU	Vanuatu
WF	Wallis & Futuna Islands
WS	Samoa
YD	Democratic Yemen
YE	Yemen
YT	Mayotte
YU	Yugoslavia
ZA	South Africa
ZM	Zambia
ZR	Zaire

ZW Zimbabwe
ZZ Unknown or unspecified country

Appendix I

LIST OF LANGUAGES AND CODES[1]

001	AA	Afar
002	AB	Abkhazian
003	AF	Afrikaans
004	AM	Amharic
005	AR	Arabic
006	AS	Assamese
007	AY	Aymara
008	AZ	Azerbaijani
009	BA	Bashkir
010	BE	Byelorussian
011	BG	Bulgarian
012	BH	Bihari
013	BI	Bislama
014	BN	Bengali; Bangla
015	BO	Tibetan; Bodskad
016	BR	Breton
017	CA	Catalan
018	CO	Corsican
019	CS	Czech
020	CY	Welsh
021	DA	Danish
022	DE	German
023	DZ	Bhutani
024	EL	Greek
025	EN	English
026	EO	Esperanto
027	ES	Spanish
028	ET	Estonian
029	EU	Basque; Euskera
030	FA	Persian; Farsi
031	FI	Finnish; Suomi
032	FJ	Fiji
033	FO	Faroese
034	FR	French
035	FY	Frisian
036	GA	Irish; Gaeilge
037	GD	Scots Gaelic
038	GL	Galician
039	GN	Guarani
040	GU	Gujarati

[1] Source: *Code for the Representation of Names of Languages* (ISO 639). Available from the American National Standards Institute, 11 West 42nd Street, 13th Floor, New York, New York, 10036.

041	HA	Hausa
042	HI	Hindi
043	HR	Croatian; Hrvatski
044	HU	Hungarian; Magyar
045	HY	Armenian; Hayeren
046	IA	Interlingua
047	IE	Interlingue
048	IK	Inupiak
049	IN	Indonesian; Bahasa Indonesia
050	IS	Icelandic; Islenzk
051	IT	Italian
052	IW	Hebrew; Iwrith
053	JA	Japanese; Nihongo
054	JI	Yiddish; Jiddisch
055	JW	Javanese; Bahasa Jawa
056	KA	Georgian; Kartuli
057	KK	Kazakh
058	KL	Greenlandic; Kalaallisut
059	KM	Cambodian; Khmer
060	N	Kannada
061	KO	Korean; Choson-o
062	KS	Kashmiri
063	KU	Kurdish; Zimany Kurdy
064	KY	Kirghiz; Kyrgyz
065	LA	Latin
066	LN	Lingala
067	LO	Laothian; Pha Xa Lao
068	LT	Lithuanian
069	LV	Latvian, Lettish
070	MG	Malagasy
071	MI	Maori
072	MK	Macedonian
073	ML	Malayalam
074	MN	Mongolian
075	MO	Moldavian
076	MR	Marathi
077	MS	Malay; Bahasa Malaysia
078	MT	Maltese
079	MY	Burmese; Myanmasa
080	NA	Nauru
081	NE	Nepali
082	NL	Dutch; Nederlands
083	NO	Norwegian
084	OC	Occitan
085	OM	(Afan) Oromo
086	OR	Oriya
087	PA	Punjabi; Panjabi
088	PL	Polish
089	PS	Pashto, Pushto
090	PT	Portuguese
091	QU	Quechua

092	RM	Rhaeto-Romance
093	RN	Kirundi
094	RO	Romanian
095	RU	Russian
096	RW	Kinyarwanda
097	SA	Sanskrit
098	SD	Sindhi
099	SG	Sangho
100	SH	Serbo-Croatian
101	SI	Singhalese
102	SK	Slovak
103	SL	Slovenian
104	SM	Samoan
105	SN	Shona
106	SO	Somali
107	SQ	Albanian; Shqip
108	SR	Serbian; Srpski
109	SS	Siswati
110	ST	Sesotho
111	SU	Sundanese
112	SV	Swedish; Svenska
113	SW	Swahili
114	TA	Tamil
115	TE	Telugu
116	TG	Tajik
117	TH	Thai
118	TI	Tigrinya
119	TK	Turkmen
120	TL	Tagalog
121	TN	Setswana
122	TO	Tonga
123	TR	Turkish
124	TS	Tsonga
125	TT	Tatar
126	TW	Twi
127	UK	Ukrainian
128	UR	Urdu
129	UZ	Uzbek
130	VI	Vietnamese
131	VO	Volapük
132	WO	Wolof
133	XH	Xhosa
134	YO	Yoruba
135	ZH	Chinese; Zhongwen
136	ZU	Zulu

The following is a list of North American Indian languages which are not coded by the American National Standards Institute:

137	Abnaki
138	Achimawi

139	Ahtena
140	Alabama
141	Aleut
142	Algonquian
143	Apache
144	Arapaho
145	Araucanian
146	Arikara
147	Athapascan
148	Atsina
149	Atsugewi
150	Aucanian
151	Aymara
152	Aztec
153	Blackfoot
154	Caddo
155	Cahuilla
156	Cakchiquel
157	Cayuga
158	Chasta Costa
159	Chemeheuvi
160	Cherokee
161	Chetemacha
162	Cheyenne
163	Chinook Jargon
164	Chiricahua
165	Chiwere
166	Choctaw
167	Chumash
168	Clallam
169	Coast Miwok
170	Cocomaricopa
171	Coeur D'Alene
172	Columbia
173	Comanche
174	Cowlitz
175	Cuna
176	Cupeno
177	Cree
178	Crow
179	Dakota
180	Delaware
181	Delta River Yuman
182	Diegueno
183	Eskimo
184	Eyak
185	Foothill North Yokuts
186	Fox
187	French Cree
188	Guarani
189	Guaymi

190	Haida
191	Han
192	Havasupai
193	Hichita
194	Hidatsa
195	Hopi
196	Hupa
197	Inupik
198	Iroquois
199	Island Carib
200	Jicarilla
201	Klamath
202	Kawaiisu
203	Kalispel
204	Kansa
205	Karok
206	Keres
207	Kickapoo
208	Kiowa
209	Kiowa-Apache
210	Koasati
211	Koyukon
212	Kuchin
213	Kutenai
214	Kwakiutl
215	Indian
216	Ingalit
217	Lower Chehalis
218	Luiseno
219	Makah
220	Mam
221	Mandan
222	Maya
223	Menomini
224	Miami
225	Micmac
226	Mikasuki
227	Mixtec
228	Mohave
229	Mohawk
230	Mono
231	Mountain Maidu
232	Muskogee
233	Navaho
234	Nez Perce
235	Nomlaki
236	Nootka
237	Nootsack
238	Northern Paiute
239	Northwest Maidu
240	Ojibwa

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241	Okanogan
242	Omaha
243	Oneida
244	Onondaga
245	Osage
246	Other Athapascan-Eyak
247	Ottawa
248	Pacific Gulf Yupik
249	Paiute
250	Panamint
251	Passamaquoddy
252	Patwin
253	Pawnee
254	Penobscot
255	Picuris
256	Pima
257	Plains Miwok
258	Pomo
259	Ponca
260	Potawatomi
261	Puget Sound Salish
262	Quapaw
263	Quechua
264	Quekchi
265	Quiche
266	Quinault
267	Sahaptian
268	Saint Lawrence Island Yupik
269	Salish
270	Sandia
271	San Carlos
272	Santiam
273	Seneca
274	Serrano
275	Shastan
276	Shawnee
277	Shoshoni
278	Sierra Miwok
279	Siuslaw
280	Southern Maidu
281	Southern Paiute
282	Spokane
283	Tachi
284	Tanacross
285	Tanaina
286	Tanana
287	Tarahumara
288	Tarascan
289	Tewa
290	Tillamook
291	Tiwa

292	Tlingit
293	Towa
294	Tonkawa
295	Tsimshian
296	Tubatulabal
297	Tupi
298	Tuscarora
299	Tutchone
300	Twana
301	Up River Yuman
302	Upland Yuman
303	Upper Chehalis
304	Upper Chinook
305	Upper Kuskokwim
306	Upper Tanana
307	Ute
308	Walapai
309	Wappo
310	Washo
311	Wichita
312	Winnebago
313	Wintun
314	Wiyot
315	Wyandot
316	Yaqui
317	Yavapai
318	Yuchi
319	Yuki
320	Yuma
321	Yupik
322	Yurok
323	Zapotec
324	Zuni

The following is a list of Pacific Island Languages which are not coded by the American National Standards Institute:

325	Carolinian
326	Chamorro
327	Chuukese/Trukese
328	Guamanian
329	Kosraen
330	Marshallese
331	Palauan
332	Pohnpeians
333	Samoan
334	Yapese

Appendix J

LIST OF OCCUPATIONAL GROUPS AND CODES[1]

Executive, Administrative and Managerial Occupations--This division includes top and middle management occupations and occupations directly supportive to management which are concerned with achieving the overall objectives of an industrial, commercial, or governmental establishment.

110	Officials and Administrators, Public Administration
	111 Legislators
	112 Chief Executives and General Administrators
	113 Officials and Administrators, Government Agencies
120-130	Officials and Administrators, Other
	121 General Managers and Other Top Executives
	122 Financial Managers
	123 Personnel and Labor Relations Managers
	124 Purchasing Managers
	125 Managers; Marketing, Advertising, and Public Relations
	126 Managers; Engineering, Mathematics, and Natural Sciences
	127 Managers; Social Sciences and Related Fields
	128 Administrators; Education and Related Fields
	131 Managers; Medicine and Health
	132 Production Managers, Industrial
	133 Construction Managers
	134 Public Utilities Managers
	135 Managers; Service Organizations
	136 Managers; Mining, Quarrying, Well Drilling, and Similar Operations
	137 Managers; Administrative Services
	139 Officials and Administrators; Other, Not Elsewhere Classified
140	Management Related Occupations
	141 Accountants, Auditors, and Other Financial Specialists
	142 Management Analysts
	143 Personnel, Training, and Labor Relations Specialists
	144 Purchasing Agents and Buyers
	145 Business and Promotion Agents
	147 Inspectors and Compliance Officers
	149 Management and Related Occupations, Not Elsewhere Classified

Engineers, Surveyors and Architects- This division includes occupations concerned with the application of fundamental architectural and engineering principles in the design and construction of buildings, equipment and processing systems, highways and roads, and the utilization of land areas.

Source: *Standard Occupational Classification Manual*, Office of Federal Statistical Policy and Standards, United States Department of Labor, 1980.

160 Engineers, Surveyors and Architects
- 161 Architects
- 162-3 Engineers
- 164 Surveyors and Mapping Scientists

Natural Scientists and Mathematicians- This division includes occupations concerned with the application of scientific and mathematical knowledge to the conduct of research and development and related activities.

170 Computer, Mathematical, and Operations Research Occupations
- 171 Computer Scientists
- 172 Operations and Systems Researchers and Analysts
- 173 Mathematical Scientists

180 Natural Scientists
- 184 Physical Scientists
- 185 Life Scientists

Social Scientists, Social Workers, Religious Workers, and Lawyers- This division includes occupations concerned with the social needs of people and in basic and applied research in the social sciences.

190 Social Scientists and Urban Planners
- 191 Social Scientists
- 192 Urban and Regional Planners

200 Social, Recreation, and Religious Workers
- 203 Social and Recreation Workers
- 204 Religious Workers

210 Lawyers and Judges
- 211 Lawyers
- 212 Judges

Teachers, Librarians, and Counselors- This division includes occupations concerned with direct contact with individuals to provide for their education or training in an educational institution, but excludes instructors who provide on-the-job training.

220 Teachers; College, University and Other Postsecondary Institution

230 Teachers; Except Postsecondary Institution
- 231 Prekindergarten and Kindergarten Teachers
- 232 Elementary School Teachers
- 233 Secondary School Teachers
- 235 Teachers; Special Education
- 236 Instructional Coordinators
- 239 Adult Education and Other Teachers, Not Elsewhere Classified

240 Vocational and Educational Counselors

250 Librarians, Archivists, and Curators
- 251 Librarians
- 252 Archivists and Curators

Health Diagnosing and Treating Practitioners- This division includes occupations concerned with preventing and diagnosing human and animal ailments, and prescribing and giving medical and surgical treatment for diseases and illnesses.

260 Physicians and Dentists
- 261 Physicians
- 262 Dentists

270 Veterinarians

280 Other Health Diagnosing and Treating Practitioners
- 281 Optometrists
- 283 Podiatrists
- 289 Health Diagnosing and Treating Practitioners, Not Elsewhere Classified

Registered Nurses, Pharmacists, Dietitians, Therapists, and Physician's Assistants- This division includes occupations concerned with the maintenance of health, the prevention of illness and the care of the ill through the provision and supervision of nursing care; compounding drugs; planning food service or nutritional programs; providing assistance to physicians; and the provision of therapy and treatment as directed by physicians.

290 Registered Nurses

300 Pharmacists, Dietitians, Therapists, and Physician's Assistants
- 301 Pharmacists
- 302 Dietitians
- 303 Therapists
- 304 Physician's Assistants

Writers, Artists, Entertainers, and Athletes- This division includes occupations concerned with creating, performing, and conducting literary, artistic, entertaining, and sporting activities and works.

320 Writers, Artists, Performers, and Related Workers
- 321 Authors
- 322 Designers
- 323 Musicians and Composers
- 324 Actors and Directors
- 325 Painters, Sculptors, Craft-Artists, and Artist-Printmakers
- 326 Photographers
- 327 Dancers
- 328 Performers, Not Elsewhere Classified
- 329 Writers, Artists, and Related Workers, Not Elsewhere Classified

330 Editors, Reporters, Public Relations Specialists, and Announcers
- 331 Editors and Reporters

332 Public Relations Specialists and Publicity Writers
333 Radio, Television and Other Announcers

340 Athletes and Related Workers

Health Technologists and Technicians- This division includes occupations concerned with providing technical assistance in the provision of health care.

360 Health Technologists and Technicians
362 Clinical Laboratory Technologists and Technicians
363 Dental Hygienists
364 Health Record Technologists and Technicians
365 Radiologic Technologists and Technicians
366 Licensed Practical Nurses
369 Health Technologists and Technicians, Not Elsewhere Classified

Technologists and Technicians, Except Health- This division includes occupations concerned with providing technical assistance in engineering and scientific research, development, testing, and related activities, as well as independently operating and programming technical equipment and systems.

370 Engineering and Related Technologists and Technicians
371 Engineering Technologists and Technicians
372 Drafting Occupations
373 Surveying and Mapping Technicians

380 Science Technologists and Technicians
382 Biological Technologists and Technicians, Except Health
383 Chemical and Nuclear Technologists and Technicians
384 Mathematical Technicians
389 Science Technologists and Technicians, Not Elsewhere Classified

390 Technicians; Except Health, Engineering, and Science
392 Air Traffic Controllers
393 Radio and Related Operators
396 Legal Technicians
397 Programmers
398 Technical Writers
399 Technicians, Not Elsewhere Classified

Marketing and Sales Occupations- This division includes occupations concerned with selling goods and services, purchasing commodities and property for resale, and with conducting wholesale and retail businesses on own or owner's behalf or in partnership.

400 Supervisors; Marketing and Sales Occupations
401 Supervisors; Sales Occupations, Insurance, Real Estate, and Business Services
402 Supervisors; Sales Occupations, Except Retail
403 Supervisors; Sales Occupations, Retail

410 Insurance, Securities, Real Estate, and Business Service Sales Occupations
- 412 Insurance, Real Estate, and Securities Sales Occupations
- 415 Business Services Sales Occupations

420 Sales Occupations, Commodities Except Retail
- 421 Sales Engineers
- 423 Technical Sales Workers and Services Advisors
- 424 Sales Representatives

430 Sales Occupations, Retail
- 434-5 Salespersons, Commodities
- 436 Sales Occupations; Other

440 Sales Related Occupations
- 444 Appraisers and Related Occupations
- 445 Demonstrators, Promoters, and Models
- 446 Shoppers
- 447 Auctioneers
- 449 Sales Occupations; Other, Not Elsewhere Classified

Administrative Support Occupations, Including Clerical- This division includes occupations concerned with preparing, transcribing, transferring, systematizing, and preserving written communications and records; collecting accounts; gathering and distributing information; operating office machines and electronic data-processing equipment; storing, distributing, and accounting for stores of materials; operating telephone switchboards, distributing mail and delivering messages; and performing other administrative support and clerical duties.

450 Supervisors, Administrative Support Occupations, Including Clerical

460-470 Administrative Support Occupations, Including Clerical
- 461 Computer and Peripheral Equipment Operators
- 462 Secretaries, Stenographers and Typists
- 463 General Office Occupations
- 464 Information Clerks
- 466 Correspondence Clerks and Order Clerks
- 469 Record Clerks
- 471 Financial Record Processing Occupations
- 472 Duplicating, Mail and Other Office Machine Operators
- 473 Communications Equipment Operators
- 474 Mail and Message Distributing Occupations
- 475 Material Recording, Scheduling, and Distributing Clerks
- 478 Adjusters, Investigators, and Collectors
- 479 Miscellaneous Administrative Support Occupations, Including Clerical

Service Occupations- This division includes occupations concerned with providing personal and protective services to individuals and current maintenance and cleaning for buildings and residences.

500 Private Household Occupations
- 502 Day Workers
- 503 Launderers and Ironers

504 Cooks, Private Household
505 Housekeepers and Butlers
506 Child Care Workers, Private Household
507 Private Household Cleaners and Servants
509 Private Household Occupations, Not Elsewhere Classified

510 Protective Service Occupations
511 Supervisors; Service Occupations, Protective
512 Firefighting and Fire Prevention Occupations
513 Police and Detectives
514 Guards

520 Service Occupations, Except Private Household and Protective
521 Food and Beverage Preparation and Service Occupations
523 Health Service Occupations
524 Cleaning and Building Service Occupations, Except Private Household
525-6 Personal Service Occupations

Agricultural, Forestry, and Fishing Occupations- This division includes occupations concerned with the production, propagation, gathering, and catching of animals (land and aquatic), animal products, plant products (crop, timber, and ornamental); and the provision of services associated with agricultural production, and game farms, fisheries and wild life conservation.

550 Farm Operators and Managers
551 Farmers (Working Proprietors)
552 Farm Managers

560 Other Agricultural and Related Occupations
561 Farm Occupations, Except Managerial
562 Related Agricultural Occupations

570 Forestry and Logging Occupations
571 Supervisors; Forestry and Logging Workers
572 Forestry Workers, Except Logging
573 Timber Cutting and Related Occupations
579 Logging Occupations, Not Elsewhere Classified

580 Fishers, Hunters, and Trappers
583 Fishers
584 Hunters and Trappers

Mechanics and Repairers- This division includes occupations concerned with the adjustment, maintenance, part replacement, and repair of tools, equipment, and machines.

600 Supervisors; Mechanics and Repairers

610 Mechanics and Repairers
611 Vehicle and Mobile Equipment Mechanics and Repairers

613 Industrial Machine Repairers
614 Machinery Maintenance Occupations
615 Electrical and Electronic Equipment Repairers
616 Heating, Air-Conditioning, and Refrigeration Mechanics
617 Miscellaneous Mechanics and Repairers

Construction and Extractive Equipment Occupations- This division includes occupations that are normally performed at a specific site, which will change over time. This is in contrast to production workers, where the work is normally delivered to the worker at a fixed location. Although the skills involved in the several unit groups in this division are quite varied, they have been classified together because of common work sites.

630 Supervisors; Construction and Extractive Occupations
631 Supervisors; Construction
632 Supervisors; Extractive Occupations

640 Construction Trades
641 Brickmasons, Stonemasons, and Hard Tile Setters
642 Carpenters and Related Workers
643 Electricians and Power Transmission Installers
644 Painters, Paperhangers, and Plasterers
645 Plumbers, Pipefitters, and Steamfitters
646-7 Other Construction Trades

650 Extractive Occupations
652 Drillers, Oil Well
653 Explosive Workers
654 Mining Machine Operators
656 Extractive Occupations, Not Elsewhere Classified

Precision Production Occupations- This division includes occupations concerned with performing production tasks that require a high degree of precision or attainment of rigid specifications and operating plants or large systems.

670 Supervisors; Precision Production Occupations

680 Precision Production Occupations
681-2 Precision Metal Workers
683 Precision Woodworkers
684 Precision Printing Occupations
685 Precision Textile, Apparel, and Furnishings Workers
686 Precision Workers; Assorted Materials
687 Precision Food Production Occupations
688 Precision Inspectors, Testers, and Related Workers

690 Plant and System Operators
691 Water and Sewage Treatment Operators
692 Gas Plant Operators
693 Power Plant Operators
694 Chemical Plant Operators
695 Petroleum Plant Operators

696 Miscellaneous Plant or System Operators

Production Working Occupations- This division includes occupations concerned with setting up, operating, and tending to machines and hand production work usually in a factory or other fixed place of business.

710 Supervisors; Production Occupations

730-740 Machine Setup Operators
- 731-2 Metalworking and Plastic Working Machine Setup Operators
- 733 Metal Fabricating Machine Setup Operators
- 734 Metal and Plastic Processing Machine Setup Operators
- 743 Woodworking Machine Setup Operators
- 744 Printing Machine Setup Operators
- 745 Textile Machine Setup Operators
- 746-7 Assorted Materials; Machine Setup Operators

750-760 Machine Operators and Tenders
- 751-2 Metal Working and Plastic Working Machine Operators and Tenders
- 753 Metal Fabricating Machine Operators and Tenders
- 754 Metal and Plastic Processing Machine Operators and Tenders
- 763 Woodworking Machine Operators and Tenders
- 764 Printing Machine Operators and Tenders
- 765 Textile, Apparel and Furnishings Machine Operators and Tenders
- 766-7 Machine Operators and Tenders; Assorted Materials

770 Fabricators, Assemblers, and Hand Working Occupations
- 771 Welders and Solderers
- 772 Assemblers
- 774 Fabricators, Not Elsewhere Classified
- 775 Hand Working Occupations

780 Production Inspectors, Testers, Samplers, and Weighers
- 782 Production Inspectors, Checkers and Examiners
- 783 Production Testers
- 784 Production Samplers and Weighers
- 785 Graders and Sorters, Except Agricultural
- 787 Production Expediters

Transportation and Material Moving Occupations- This division includes occupations concerned with operating and controlling equipment used to facilitate the movement of people or materials and the supervising of those workers.

810 Supervisors; Transportation and Material Moving Occupations
- 811 Supervisors; Motorized Equipment Operators
- 812 Supervisors; Material Moving Equipment Operators

820 Transportation Occupations
- 821 Motor Vehicle Operators
- 823 Rail Transportation Occupations
- 824 Water Transportation Occupations

825 Airplane Pilots and Navigators
828 Transportation Inspectors

830 Material Moving Occupations, Except Transportation
831 Material Moving Equipment Operators

Handler, Equipment Cleaners, Helpers and Laborers- This division includes occupations that help other workers and perform routine non-machine tasks.

850 Supervisors; Handlers, Equipment Cleaners, Helpers, and Laborers

860 Helpers
861 Helpers; Machine Operators and Tenders
862 Helpers; Fabricators and Inspectors
863 Helpers; Mechanics and Repairers
864 Helpers; Construction Trades
865 Helpers; Extractive Occupations

870 Handlers, Equipment Cleaners and Laborers
871 Construction Laborers
872 Freight, Stock, and Material Movers; Hand
873 Garage and Service Station Related Occupations
874 Parking Lot Attendants
875 Vehicle Washers and Equipment Cleaners
876 Miscellaneous Manual Occupations

Military Occupations- This division includes occupations that are unique to the military. Many military occupations are similar to occupations in the other divisions and are classified in those groups.

910 Military Occupations

Miscellaneous Occupations- This division includes occupations which cannot be classified in any other division.

990 Miscellaneous Occupations

Appendix K

MEDICAL CONDITION TYPES AND CODES

International Classification of Diseases[1]

000	Unspecified Health Problem
007.1	Giardiasis
034.0	Strep Sore Throat
042.044	Human Immuno Deficiency Virus (HIV) Infection
052	Chicken pox
052.9	Varicella Uncomplicated
078.1	Viral Warts
079.9	Viral Infection Nos
110.4	Dermatophytosis of Foot
110.9	Dermatophytosis Site Nos
127.4	Enterobiasis
129	Intestine Parasitism Nos
130	Toxoplasmosis
130.0	Toxoplasma Meningoenceph
132.0	Pediculus Capitis
133.0	Scabies
278.0	Obesity
280.9	Iron Defic Anemia Nos
281.9	Deficiency Anemia Nos
285.9	Anemia Nos
314.9	Hyperkinetic Synd Nos
343.9	Cerebral Palsy Nos
345.9	Epilepsy Nos
367	Disorders of Refraction
367.0	Hypermetropia
367.1	Myopia
367.2	Astigmatism
367.20	Astigmatism Nos
367.9	Refraction Disorder Nos
368	Visual Disturbances
368.0	Amblyopia Ex Anopsia
368.00	Amblyopia Nos
368.59	Color Deficiency Nec
368.9	Visual Disturbance Nos
372.0	Acute Conjunctivitis
372.30	Conjunctivitis Nos
378.0	Esotropia
378.9	Eye Movement Disorder Nos

[1] Source: "International Classification of Diseases, 9th Revision, Clinical Modification (ICM-9-CM), DHHS Publication No. (PHS) 80-126," available from the United States National Center for Health Statistics, Commission of Professional and Hospital Activities, 1968 Green Road, Ann Arbor, Michigan 48105.

380.1 Infective Otitis Externa
380.4 Impacted Cerumen
381 Nonsuppur Otitis Media
381.0 AC Nonsup Otitis Media
381.01 AC Serous Otitis Media
381.3 CHR Nonsup OM Nos/Nec
381.4 Nonsupp Otitis Media Nos
382 Otitis Media Suppur/Nos
382.0 AC Suppur Otitis Media
382.4 Suppur Otitis Media
382.9 Otitis Media Nos
384.2 Perforation Tympan Memb
389 Hearing Loss
389.1 Sensorineural Hear Loss
389.9 Hearing Loss Nos
401.9 Hypertension Nos
460 Acute Nasopharyngitis
461.9 Acute Sinusitis Nos
462 Acute Pharyngitis
463 Acute Tonsillitis
465.9 Acute URI Nos
466.0 Acute Bronchitis
472.0 Chronic Rhinitis
474.0 Chronic Tonsillitis
474.1 T A Hypertrophy
474.10 Hypertrophy T and A
474.11 Hypertrophy Tonsils
477 Allergic Rhinitis
477.9 Allergic Rhinitis Nos
486 Pneumonia, Organism Nos
487.1 Flu W Resp Manifest Nec
490 Bronchitis Nos
493.9 Asthma Nos
520.6 Tooth Eruption Disturb
521 Hard Tissue Dis of Teeth
521.0 Dental Caries
522.5 Periapical Abscess
523.0 Acute Gingivitis
523.6 Accretions on Teeth
524.3 Tooth Position Anomaly
524.4 Malocclusion Nos
525.1 Loss of Teeth, Acquired
525.9 Dental Disorder Nos
558.9 Nonif Gastroenteric Nec
573.3 Hepatitis Nos
599.0 Urin Tract Infection Nos
599.7 Hematuria
684 Impetigo
692.9 Dermatitis Nos
693.1 Dermat D/T Food Ingest
706.1 Acne Nec

729.5 Pain in Limb
737.30 Idiopathic Scoliosis
752.5 Undescended Testicle
780.3 Convulsions
780.6 Pyrexia Unknown Origin
783.4 Lack Normal Physiol Devel
784.0 Headache
784.5 Speech Disturbance Nec
784.7 Epistaxis
785.2 Cardiac Murmurs Nec
785.6 Enlargement Lymph Nodes
788.3 Incontinence of Urine
789 Oth Abdomen/Pelvis Symp
789.0 Abdominal Pain
791 Abnormal Urine Findings
791.0 Proteinuria
795.5 Tuberculin Test Reaction
799.9 Unkn Cause Morb/Mort Nec
813 Radius Ulna Fracture
911.0 Abrasion Trunk
984.9 Tox Eff Lead Compnd Nos
989.5 Toxic Effect Venom
995.2 Adv Eff Med/Biol Sub Nos
995.3 Allergy, unspecified
V03.1 Vaccine-Typhoid-Parathyroid
V03.2 Vaccine for Tuberculosis
V03.6 Vaccine for Pertussis
V03.7 Tetanus Toxoid Inoculant
V03.8 Vaccine for Bact Dis Nec
V04.01 Polio Oral
V04.02 Polio Immunization
V04.1 Vaccine for Smallpox
V04.2 Vaccine for Measles
V04.3 Vaccine for Rubella
V04.6 Vaccine for Mumps
V04.8 Vaccine for Influenza
V06.1 Vaccine for DTP
V06.12 TD
V06.3 Vaccine for DTP + Polio
V06.4 Vac-Measle-Mumps-Rubella
V06.8 Vac-Dis Combinations Nec
V10 HX of Malignant Neoplasm
V12 HX of Disease Nec
V12.0 HX-Infect/Parasitic Dis
V12.01 Measles
V12.02 Rubella
V12.03 Mumps
V12.04 Chicken Pox
V12.05 Whooping Cough
V12.06 TB
V12.21 Diabetes

V12.3 HX-Blood Diseases
V12.4 HX-Nerv Sys/Sens Org Dis
V12.41 Epilepsy
V12.5 HX-Circulatory Sys Dis
V12.51 Rheumatic Fever
V12.6 HX-Respiratory Sys Dis
V12.7 HX of GI Disease
V13 HX of Other Diseases
V13.0 HX-Urinary System Disord
V14 HX of Drug Allergy
V14.0 HX-Penicillin Allergy
V15 Oth HX of Health Hazards
V15.0 HX of Allergy Nec
V15.2 HX-Major Organ Surg Nec
V15.5 HX of Injury
V15.8 HX-Other Health Hazards
V16 Family HX-Malignancy
V17 Family HX-Chr Disabling Dis
V17.1 Family HX-Stroke
V17.2 Family HX-Neurolog Dis Nec
V17.21 Epilepsy
V17.3 Fam HX-Ischem Heart Dis
V17.4 Fam HX-Cardiovas Dis Nec
V17.41 Hypertension
V17.5 Family HX-Asthma
V17.6 Fam HX-Chr Resp Cond Nec
V17.7 Family HX-Arthritis
V18.0 Family HX-Diabetes Mellitus
V18.2 Family HX-Anemia
V18.4 Family HX-Mental Retardant
V18.5 Family HX-GI Disorders
V18.6 Family HX-Kidney Disease
V18.8 Family HX-Infect/Parasit Dis
V19.0 Family HX-Blindness
V19.2 Family HX-Deafness
V19.4 Family HX-Skin Condition
V19.5 Fam HX-Congen Anomalies
V19.6 Family HX-Allergic Dis
V20 Health Supervision Child
V20.2 Routine Child Health Exam
V20.3 Med Exam Nec-Admin Purp
V22.2 Pregnant State
V70.5 Health Exam-Group Survey
V71 Observation-Suspect Cond
V71.2 Observ-Suspect TB
V72 Special Examinations
V72.0 Eye Vision Examination
V72.1 Ear Hearing Exam
V72.2 Dental Examination
V72.8 Examination Nec
V72.80 Height

V72.81 Weight
V74.1 Screening-Pulmonary TB
V75.8 Screen-Parasitic Dis Nec
V78.0 Screen-Iron Defic Anemia
V78.2 Screen-Sickle Cell Dis
V79.3 Screen-Development Prob
V81.1 Screen for Hypertension
V81.51 Urinalysis (Dipstick)
V82.0 Screen for Skin Cond
V82.5 Screen-Contamination Nec
V82.81 Scoliosis

Current Procedural Terminology[2]

00120 Anesthesia for Ear Surgery
01230 Anesth. Surgery of Femur
10060 Drainage of Skin Abscess
12001 Repair Superficial Wound(s)
22899 Spine Surgery Procedures
29065 Application of Long Arm Cast
29075 Application of Forearm Cast
29405 Apply Short Leg Cast
36430 Blood Transfusion Service
50760 Fusion of Ureters
69210 Remove Impacted Ear Wax
69420 Incision of Eardrum
69437 Create Eardrum Openings
70250 X-ray Exam of Skull
70470 Contrast CAT Scans of Head
71000 Minifilm X-ray of Chest
71010 X-ray Exam of Chest
72110 X-ray Exam of Lower Spine
73000 X-ray Exam of Collarbone
73060 X-ray Exam of Humerus
73090 X-ray Exam of Forearm
73100 X-ray Exam of Wrist
73120 X-ray Exam of Hand
73140 X-ray Exam of Finger(s)
73560 X-ray Exam of Lower Leg
73600 X-ray Exam of Ankle
73620 X-ray Exam of Foot
81000 Urinalysis with Microscopy
81002 Routine Urine Analysis
81005 Urinalysis
82465 Assay Serum Cholesterol
82784 Assay Gammaglobulin A/D/G/M
82947 Assay Body Fluid, Glucose

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[2] Source: *Physician's Current Procedural Terminology, 4th Edition (CPT-4)*, July 1987, available from the American Medical Association.

82948 Stick Assay of Blood Glucose
83018 Chromatograph Screen, Metals
83020 Assay Hemoglobin
83645 Test Blood for Lead
85014 Hematocrit
85018 Hemoglobin, Calorimetric
85022 Automated Hemogram
85031 Manual Hemogram, Complete CBC
86300 Heterophile Antibody Screen
86580 TB Patch or Intradermal Test
86585 TB Tine Test
87060 Nose/Throat Culture, Bacteria
87070 Culture Specimen, Bacteria
87072 Culture Specimen by Kit
87086 Urine Culture, Colony Count
87177 Ova and Parasites Smears
90000 Office Visit, New, Brief
90010 Office Visit, New, Limited
90015 Office Visit, New, Intermed.
90017 Office Visit, New, Extended
90020 Office Visit, New, Comprrh.
90030 Office Visit, Minimal
90040 Office Visit, Brief
90050 Office Visit, Limited
90060 Office Visit, Intermed
90070 Office Visit, Extended
90080 Office Visit, Compreh.
90100 Home Visit, New, Brief
90110 Home Visit, New, Limited
90115 Home Visit, New, Intermed.
90130 Home Visit, Minimal
90140 Home Visit, Brief
90150 Home Visit, Limited
90160 Home Visit, Intermed.
90200 Hospital Care, New, Brief
90215 Hospital Care, New, Intermed.
90220 Hospital Care, New Compreh.
90240 Hospital Visit, Brief
90250 Hospital Visit, Limited
90260 Hospital Visit, Intermediate
90270 Hospital Visit, Extended
90280 Hospital Visit, Comprehensive
90400 Care Facility Visit, Brief
90500 Emergency Care, New, Minimal
90510 Emergency Care, New, Limited
90600 Limited Consultation
90699 General Medical Service
90701 DTP Immunization
90702 DT Immunization
90703 Tetanus Immunization
90704 Mumps Immunization

90705	Measles Immunization
90706	Rubella Immunization
90707	MMR Virus Immunization
90708	Measles-Rubella Immunization
90712	Oral Poliovirus Immunization
90718	TD Immunization
90728	BCG Immunization
90749	Immunization Procedure
90751	Preventive Health Care, 12-17
90752	Preventive Health Care, 5-11
90753	Preventive Health Care, 1-4
90754	Preventive Health Care, Baby
90755	Infant Care to Age One Year
90761	Preventive Health care, 12-17
90762	Preventive health Care, 5-11
90763	Preventive health Care, 1-4
90764	Preventive Health Care, Baby
90774	Developmental Evaluation Tests
90782	Injection of Medication
90788	Injection of Antibiotic
90796	Intrathecal Chemotherapy
90801	Diagnostic Interview
90835	Special Interview
90887	Consultation with Family
92002	New Eye Exam & Treatment
92004	New Eye Exam & Treatment
92012	Eye Exam & Treatment
92014	Eye Exam & Treatment
92020	Special Eye Evaluation
92081	Visual Field Examination(s)
92265	Eye Muscle Evaluation
92283	Color Vision Examination
92340	Fitting of Spectacles
92370	Repair & Adjust Spectacles
92390	Supply of Spectacles
92395	Supply of Spectacles
92502	Ear and Throat Examination
92504	Ear Microscopy Examination
92506	Speech & Hearing Evaluation
92507	Speech/Hearing Therapy
92551	Pure Tone Hearing Test, Air
92552	Pure Tone Audiometry, Air
92553	Audiometry, Air & Bone
92556	Speech Audiometry, Complete
92557	Comprehensive Audiometry
92565	Stenger Test, Pure Tone
92566	Impedance Hearing Test
92567	Tympanometry
92591	Hearing Aid Exam, Both Ears
93000	Electrocardiogram, Complete
93799	Cardiovascular Procedures

95105 Allergy Patient Counseling
95819 Electroencephalogram (EEG)
95881 Cerebral Developmental Test
99013 Telephone Consultation
99025 Initial Surgical Evaluation
99056 Non-Office Medical Services
99058 Office Emergency Care
99062 Emergency Care Services
99070 Special Supplies
99075 Medical Testimony
99078 Group Health Education
99080 Special Reports or Forms
99090 Computer Data Analysis
99155 Conference with Physician
99199 Special S ervice or Report
D0110 Initial Dental Exam
D0120 Periodic Dental Exam
D0130 Emergency Dental Exam
D0210 Complete Radiology Series
D0220 1 Periapical
D0230 Addition Films
D0270 Bitewing - Single Film
D0272 2 Bitewings
D0274 4 Bitewings
D0330 Panoramic
D0471 Dental - Diagnostic Photos
D1110 Adult Prophy
D1120 Child Prophy
D1220 Stann. Flu 1 Treat Exc Phoph
D1230 Fluoride Treatment
D1330 Oral Hygiene Instr.
D1340 Training-Prevent-Dental Care
D1350 Enamel Sealants
D2110 Amal. Prim. 1 Surf
D2120 Amal. Prim. 2 Surf
D2130 Amal. Prim. 3 Surf
D2131 Amalgam Deciduous 4 Surfaces
D2140 Amal. Perm. 1 Surf
D2150 Amal. Perm. 2 Surf
D2160 Amal. Perm. 3 Surf
D2161 Amalgam Perm. 4 or More Surf
D2310 Acrylic or Plastic
D2330 Composite 1 Surf
D2331 Composite 2 Surf
D2332 Composite Resin. 3 Surfaces
D2335 Composite Resin
D2750 Crown Porc./Metal
D2830 Stainless Steel
D2940 Sedative Treatment
D3110 Pulp Cap Direct
D3120 Pulp Cap Indirect

D3200 Pulpotomy Exc. Final Restor.
D3220 Vital Pulpotomy
D3310 Root Canal 1
D3330 Root Canal 3
D4220 Subging. Curet./Quad
D4340 Perio Scale, Comp
D4341 Perio S. P.
D6750 Porcelain/Metal
D7110 Extraction
D7120 Add. Extr.
D9210 Local Anesthesia
D9230 N202-02 Sedation
D9310 Dental Consultation

Appendix L

LIST OF SELECTED PROGRAMS FUNDED BY THE FEDERAL GOVERNMENT

Included in this appendix is an alphabetical list of selected programs funded by the various education and non-education agencies in the federal government. These programs provide funds and/or assistance to schools, school systems, or non-education agencies (e.g., community-based organizations) to deliver instructional and/or support services to students and children prior to school age. These services may or may not be provided in school buildings. A complete list of all federally-funded domestic programs can be found in *The Catalog of Federal Domestic Assistance, 1992* prepared by the General Services Administration. This document is available through the Superintendent of Documents, United States Government Printing Office, Washington, D.C. 20402.

Adolescent Family Life, Demonstration Projects--Promotes adoption as an alternative for adolescent parents; promotes community-based, family-centered approaches to the problem of out-of-wedlock pregnancy by encouraging abstinence from adolescent premarital sexual relations; and establishes innovative, comprehensive, and integrated approaches to the delivery of care services for pregnant adolescents, with primary emphasis on unmarried adolescents who are 17 years of age and under and for adolescent parents. (FEDERAL AGENCY: Office of the Assistant Secretary for Health, Public Health Service, Department of Health and Human Services)

Bilingual Education (Title VII Grants)--Develops and carries out programs of bilingual education in elementary and secondary schools, including activities at the preschool level, which are designed to meet the educational needs of children of limited English proficiency; demonstrates effective ways of providing such children with instruction designed to enable them, while using their native language, to achieve competence in English; or develops alternative instruction programs that need not use the native language; develops the human and material resources required for such programs; and builds the capacity of grantees to continue programs of bilingual education when assistance under this program is reduced or no longer available. (FEDERAL AGENCY: Office of Bilingual Education and Minority Languages Affairs, Department of Education)

Chapter 1 Programs, Local Educational Agencies (Chapter 1 Basic and Concentration Grants)--Provides compensatory instructional activities to educationally-deprived children that reside in low-income areas and have been selected on the basis of a needs assessment. Services must supplement, not supplant, those normally provided by state and local education agencies. (FEDERAL AGENCY: Office of Elementary and Secondary Education, Department of Education)

Chapter 1 Program For Neglected and Delinquent Children--Provides for the special educational needs of children in institutions or community day school programs for neglected or delinquent children, and children in adult correctional institutions. Services must be used to supplement, not supplant, those normally provided with state funds. (FEDERAL AGENCY: Office of Elementary and Secondary Education, Department of Education)

Child and Adult Care Food Program--Assists states, through grants in aid and other means, in maintaining non-profit food service programs for children and elderly or impaired adults in public and private, non-profit, non-residential institutions providing care; family day care homes for children; and private for-profit centers that receive compensation under Title XX for at least 25 percent of the enrolled children, or 25 percent of licensed capacity, and under Title XIX or Title XX for at least 25 percent of the adults, who are enrolled in non-residential day care services. (FEDERAL AGENCY: Food and Nutrition Service, Department of Agriculture)

Child Welfare Services, State Grants--Establishes, extends, and strengthens child welfare services provided by the state and local public welfare agencies to enable children to remain in their own homes, or, where that is impossible, to provide alternate permanent homes for them. (FEDERAL AGENCY: Administration for Children and Families, Department of Health and Human Services)

Childhood Immunization Grants (Section 317, Public Health Service Act; Immunization Program)--Assists states and communities in establishing and maintaining preventive health service programs to immunize individuals against vaccine-preventable diseases (including measles, rubella, poliomyelitis, diphtheria, pertussis, tetanus, hepatitis b, mumps, hemophilus influenza type b. (FEDERAL AGENCY: Centers for Disease Control and Prevention, Public Health Service, Department of Health and Human Services)

Children and Youth with Serious Emotional Disturbance--Establishes projects for the purpose of improving special education and related services to children and youth with serious emotional disturbance. (FEDERAL AGENCY: Office of Special Education and Rehabilitative Services, Department of Education)

Community-Based Service Learning Programs--Supports programs to implement, operate, expand, and/or replicate a community-based program providing meaningful community service. (FEDERAL AGENCY: Corporation for National and Community Service)

Demonstration Grants for the Prevention of Alcohol and Other Drug Abuse Among High-Risk Youth--Supports projects that demonstrate effective community-based models for the prevention, treatment, and rehabilitation of drug and alcohol abuse among high-risk youth. (FEDERAL AGENCY: Substance Abuse and Mental Health Services Administration, Public Health Service, Department of Health and Human Services)

Drug Abuse Prevention and Education Relating to Youth Gangs--Prevents and reduces the participation of youth in gangs that engage in illicit drug-related activities; promotes involvement of youth in lawful activities; prevents the abuse of drugs by youth; supports the coordination of activities of local police departments, education, employment and social service agencies; provides information on the treatment and rehabilitation options available to youth; coordinates support between schools and state and federal governments; and provides technical assistance to eligible organizations. (FEDERAL AGENCY: Family and Youth Services Bureau, Administration for Children and Families, Department of Health and Human Services)

Drug-Free Schools and Communities, State Grants (Drug-Free Schools and Communities)--Establishes state and local programs of alcohol and drug abuse education and prevention coordinated with related community efforts and resources. (FEDERAL AGENCY: Office of the Elementary and Secondary Education, Department of Education)

Early Education for Children with Disabilities (Early Education Program)--Supports the demonstration, dissemination, and implementation of effective approaches to preschool and early childhood education for children with disabilities. (FEDERAL AGENCY: Office of Special Education and Rehabilitative Services, Department of Education)

Education For Homeless Children and Youth, Grants For State and Local Activities--Carries out the policies set forth in Section 721 of the Stewart B. McKinney Homeless Assistance Act of 1987, which provides activities for and services to homeless children and youth to enroll in, attend, and achieve in schools. (FEDERAL AGENCY: Office of Elementary and Secondary Education, Department of Education)

Education of Handicapped Children in State-Operated or Supported Schools (Chapter 1, ESEA Handicapped)-Provides programs that supplement services to children who are disabled and enrolled in state-operated or state-supported schools and programs to children who are disabled and enrolled in local educational agencies that have transferred from a state school or program. (FEDERAL AGENCY: Office of Special Education and Rehabilitative Services, Department of Education)

Emergency Immigrant Education--Provides assistance to states for educational services and costs for immigrant children enrolled in elementary and secondary public and non-public schools. States provide funding to those local education agencies (LEAs) whose enrollment of immigrant children in elementary and secondary public and non-public schools is at least 500 or three percent of the total enrollment. To be counted, immigrant children must have been enrolled in U.S. schools for less than three years. (FEDERAL AGENCY: Office of Bilingual Education and Minority Languages Affairs, Department of Education)

Even Start, Indian Tribes and Tribal Organizations--Provides family-centered education projects which help parents become full partners in the education of their children, assists children in reaching their full potential as learners, and provides literacy training for their parents. (FEDERAL AGENCY: Office of Elementary and Secondary Education, Department of Education)

Even Start, Migrant Education--Provides family-centered education projects which help parents of migratory children become full partners in the education of their children, assists migratory children in reaching their full potential as learners, and provides literacy training for their parents. (FEDERAL AGENCY: Office of Elementary and Secondary Education, Department of Education)

Even Start, State Education Agencies--Provides family-centered education projects which help parents become full partners in the education of their children, assists children in reaching their full potential as learners, and provides literacy training for their parents. (FEDERAL AGENCY: Office of Elementary and Secondary Education, Department of Education)

Federal Employment for Disadvantaged Youth, Part-Time (Stay-in-School Program)--Gives disadvantaged students 16 years of age and older, an opportunity for part-time temporary employment with federal agencies in order to allow them to continue their education without interruptions caused by financial pressures. (FEDERAL AGENCY: Office of Personnel Management)

Federal Employment for Disadvantaged Youth, Summer (Summer Aids)--Gives disadvantaged young people, 16 years of age and older, meaningful summer employment with the federal government. (FEDERAL AGENCY: Office of Personnel Management)

Federal Employment for Individuals With Disabilities (Selective Placement Program)--Encourages federal agencies to provide assistance to persons with disabilities, including disabled veterans, in obtaining and retaining federal employment. (FEDERAL AGENCY: Office of Personnel Management)

Federal Summer Employment (Summer Jobs in Federal Agencies)--Provides summer employment primarily for college and high school students. (FEDERAL AGENCY: Office of Personnel Management)

FIRST Family School Partnership--Increases the involvement of families in improving the educational achievement of their children in preschool, elementary and secondary schools. (FEDERAL AGENCY: Office of Educational Research and Improvement, Department of Education)

Follow Through--Sustains and augments in primary grades the gains that children from low-income families make in Head Start and other quality preschool programs. Follow Through provides special programs of instruction as well as health, nutrition, and other related services that will aid in the continued development of children to their full potential. Active participation of parents is stressed. (FEDERAL AGENCY: Office of Elementary and Secondary Education, Department of Education)

Foster Care, Title IV-E--Provides federal financial participation (FFP) in assistance on behalf of eligible children needing care away from their families (in foster care) who are in the placement and care of the state agency administering the

program and provide FFP in the cost of proper and efficient administrative and training costs. (FEDERAL AGENCY: Administration for Children and Families, Department of Health and Human Services)

Head Start--Provides comprehensive health, educational, nutritional, social, and other services primarily to economically-disadvantaged preschool children, including Indian children on federally-recognized reservations, and children of migratory workers and their families; and involves parents in activities with their children so that the children will attain overall social competence. (FEDERAL AGENCY: Administration for Children and Families, Department of Health and Human Services)

Independent Living Services (Comprehensive Services, Part B)--Assists states to promote a philosophy of independent living, including a philosophy of consumer control, peer support, self-help, self-determination, equal access, and individual and system advocacy, in order to maximize the leadership, empowerment, independence, and productivity of individuals with disabilities, and the integration and full inclusion of individuals with disabilities into the mainstream American society, by providing financial assistance for providing, expanding, and improving the provision of independent living services. (FEDERAL AGENCY: Office of Special Education and Rehabilitative Services, Department of Education)

Indian Education, Grants to Indian-Controlled Schools (Indian Education Act, Subpart 1, Non-LEAs)--Provides financial assistance to Indian-controlled schools to develop and implement cultural enrichment programs for elementary and secondary schools that are designed to meet the special educational needs of Indian children. The schools must be located on or near a reservation and must be governed by an Indian tribe or tribally-sanctioned organization. (FEDERAL AGENCY: Office of Elementary and Secondary Education, Department of Education)

Indian Social Services, Child Welfare Assistance--Provides foster home care and appropriate institutional (non-medical) care for dependent, neglected, and disabled Indian children in need of protection residing on or near reservations, including those children living in Bureau of Indian Affairs service area jurisdictions in Alaska and Oklahoma, when these services are not available from state or local public agencies. (FEDERAL AGENCY: Bureau of Indian Affairs, Department of the Interior)

Juvenile Justice and Delinquency Prevention, Special Emphasis (Program Grants, Discretionary Grants and Contracts)--Develops and implements programs that design, test, and demonstrate effective approaches, techniques and methods for preventing and controlling juvenile delinquency such as community-based alternatives to institutional confinement; developing and implementing effective means of diverting juveniles from the traditional juvenile justice and correctional system; programs stressing advocacy activities aimed at improving services to youth impacted by the juvenile justice system; model programs to strengthen and maintain the family unit; prevention and treatment programs relating to juveniles who commit serious crimes; programs to prevent hate crimes; and a national law-related education of delinquency prevention. (FEDERAL AGENCY: Office of Juvenile Justice and Delinquency Prevention, Department of Justice)

Juvenile Justice and Delinquency Prevention, Allocation to States (State Formula Grants)--Increases the capacity of state and local governments to support the development of more effective education, training, research, prevention, diversion, treatment, and rehabilitation programs in the area of juvenile delinquency and programs to improve the juvenile justice system. (FEDERAL AGENCY: Office of Juvenile Justice and Delinquency Prevention, Department of Justice)

Magnet Schools Assistance in Desegregating Districts--Provides grants to eligible LEAs for use in magnet schools that are a part of approved desegregation plans and that are designed to bring together students from different social, economic, racial and ethnic backgrounds. (FEDERAL AGENCY: Office of Elementary and Secondary Education, Department of Education)

Medical Assistance Program (Medicaid; Title XIX)--Provides financial assistance to states for payment of medical assistance on behalf of cash assistance recipients, children, pregnant women, and the aged who meet income and resource

requirements, and other categorically-eligible groups. Financial assistance is also provided to states to pay for Medicare premiums, copayments and deductibles of qualified Medicare beneficiaries meeting certain income requirements. (FEDERAL AGENCY: Health Care Financing Administration, Department of Health and Human Services)

Migrant Education, Basic State Formula Grant Program--Establishes or improves programs to meet the special educational needs of children of migratory agricultural workers or migratory fishers. Program funds are used for compensatory education programs for migratory children. (FEDERAL AGENCY: Office of Elementary and Secondary Education, Department of Education)

Model Comprehensive Drug Abuse Treatment Programs for Critical Populations (Critical Populations)--Enhances existing drug abuse treatment programs for specific populations called critical populations which include adolescents and juvenile justice residents of public housing, with the ultimate goal of improving treatment for these populations. (FEDERAL AGENCY: Substance Abuse and Mental Health Services Administration, Public Health Service, Department of Health and Human Services)

Model Criminal Justice Drug Abuse Treatment for Incarcerated Populations, Non-Incarcerated Populations and Juvenile Justice Populations (Criminal Justice Treatment Program)--Enhances drug treatment for criminal justice populations, including prisons, jails, probation and parole, juvenile institutions, as well as court diversion to treatment. (FEDERAL AGENCY: Substance Abuse and Mental Health Services Administration, Public Health Service, Department of Health and Human Services)

National School Lunch Program (School Lunch Program)--Assists states, through cash grants and food donations, in making the school lunch program available to school students and encourages the domestic consumption of nutritious agricultural commodities. (FEDERAL AGENCY: Food and Nutrition Service, Department of Agriculture)

National Service Trust Program (Americorp)--supports programs that address the nation's human, educational, environmental, and public safety needs through service that provides a direct benefit to the community in which it is performed. Programs must also have an impact on their participants, developing public-spirited, effective citizens with the skills needed for life-long contributions to solving the pressing problems facing our communities and our nation. National service participants may not displace existing workers or duplicate their functions. (FEDERAL AGENCY: Corporation for National and Community Service)

Rehabilitation Services, Basic Support (Vocational Rehabilitation Services Program)--Assists states in operating comprehensive, coordinated, effective, efficient and accountable programs of vocational rehabilitation which assess, plan, develop, and provide vocational rehabilitation services for individuals with disabilities, consistent with their strengths, resources, priorities, concerns, abilities, and capabilities so they may prepare for and engage in competitive employment. (FEDERAL AGENCY: Office of Special Education and Rehabilitative Services, Department of Education)

School-Based Service Learning Programs--Supports programs that involve school-age individuals in service learning projects. Funds programs that expand state capacity, provide teacher training, develop service learning curricula, and establish effective outreach programs. (FEDERAL AGENCY: Corporation for National and Community Service)

School Breakfast Program--Assists states in providing a nutritious non-profit breakfast service for school students, through cash grants and food donations. (FEDERAL AGENCY: Food and Nutrition Service, Department of Agriculture)

School Dropout Demonstration Assistance (Dropout Prevention Program)--Provides financial assistance to LEAs, educational partnerships and community-based organizations to establish and demonstrate effective dropout prevention and re-entry programs. (FEDERAL AGENCY: Office of Elementary and Secondary Education, Department of Education)

Secondary Education and Transitional Services for Youth with Disabilities--1) Strengthens and coordinates education, training and related services for disabled youth; 2) assists in the transitional process to postsecondary education, vocational training, competitive employment, continuing education and adult services; and 3) stimulates the improvement and development of programs for secondary level special education. (FEDERAL AGENCY: Office of Special Education and Rehabilitative Services, Department of Education)

Services for Children with Deaf-Blindness (Services for Deaf-Blind Children and Youth)--Provides technical assistance to state education agencies and improves services to deaf-blind children. (FEDERAL AGENCY: Office of Special Education and Rehabilitative Services, Department of Education)

Special Education, Preschool Grants--Provides grants to states to assist them in providing a free appropriate public education to preschool disabled children aged three to five years. (FEDERAL AGENCY: Office of Special Education and Rehabilitative Services, Department of Education)

Special Education, Severely Disabled Program (Program for Children With Severe Disabilities)--Addresses the special education, related services, and early intervention needs of children and youth with severe disabilities. (FEDERAL AGENCY: Office of Special Education and Rehabilitative Services, Department of Education)

Special Education, State Grants (Part B, Individuals with Disabilities Education Act)--Provides grants to states which assist them in providing a free appropriate public education to all children with disabilities. (FEDERAL AGENCY: Office of Special Education and Rehabilitative Services, Department of Education)

Special Milk Program for Children--Provides subsidies to schools and institutions to encourage the consumption of fluid milk by children. (FEDERAL AGENCY: Food and Nutrition Service, Department of Agriculture)

Summer Food Service Program For Children--Assists states, through grants-in-aid and other means, to conduct non-profit food service programs for needy children during the summer months and at other approved times, when schools are closed for vacation. (FEDERAL AGENCY: Food and Nutrition Service, Department of Agriculture)

Upward Bound--Generates the skills and motivation necessary for success in education beyond high school among low-income and potential first-generation college students and veterans. The goal of the program is to increase the academic performance and motivational levels of eligible enrollees so that such persons may complete secondary school and successfully pursue postsecondary educational programs. Except for veterans who can be served regardless of age, project participants must be between 13 and 19 years old and have completed the eighth grade but not have entered the twelfth grade (exceptions allowed). (FEDERAL AGENCY: Office of Postsecondary Education, Department of Education)

Vocational Education, Basic Grants to States--Develops more fully the academic and occupational skills of all segments of the population, principally through concentrating resources on improving educational programs leading to academic and occupational skills needed to work in a technologically advanced society. (FEDERAL AGENCY: Office of Vocational and Adult Education, Department of Education)

Vocational Education, Community-Based Organizations--Provides educational assistance to economically- and educationally-disadvantaged youth and individuals with disabilities who are not being adequately served by regular vocation education programs, through the collaboration of public agencies, community-based organizations, and business concerns, enabling them to succeed in vocational education. (FEDERAL AGENCY: Office of Vocational and Adult Education, Department of Education)

Vocational Education, Consumer and Homemaking Education--Assists states in conducting consumer and homemaking education instructional programs, services, and activities that prepare youth and adults for the occupation of homemaking through instructional programs which include the areas of food and nutrition, individual and family health, consumer education, family living and parenthood education, child development, housing, home management

(including resource management), clothing and textiles. Emphasis is placed on programs located in areas for residents of economically-depressed areas and/or areas with high rates of unemployment. Programs are designed to assist consumers, and to help improve home environments and the quality of family life. (FEDERAL AGENCY: Office of Vocational and Adult Education, Department of Education)

Vocational Education, Cooperative Demonstration--Supports projects that demonstrate ways in which vocational education and the private sector of the economy can work together effectively to assist vocational education students to attain the advanced level of skills needed to make the transition from school to productive employment. Projects must also provide a basis for the preparation of an application to the Department's Program Effectiveness Panel. (FEDERAL AGENCY: Office of Vocational and Adult Education, Department of Education)

Vocational Education, Indians--Makes grants and contracts with Indian Tribes or tribal organizations and Bureau of Indian Affairs funded schools to plan, conduct, and administer programs or portions of programs authorized by and consistent with the Carl D. Perkins Vocational Education Act. (FEDERAL AGENCY: Office of for Vocational and Adult Education, Department of Education)

Women's Educational Equity (Women's Educational Equity Act Program)--1) Promotes educational equity for women in the United States; 2) promotes educational equity for women who suffer multiple discrimination, bias, or stereotyping based on sex, race, ethnic origin, disability, or age; and 3) to enable educational agencies and institutions to meet the requirements of Title IX of the Education Amendments of 1972 relating to non-discrimination on the basis of sex in federally assisted educational programs. (FEDERAL AGENCY: Office of Elementary and Secondary Education, Department of Education)

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